

CTA *Journal*

CALIFORNIA TEACHERS ASSOCIATION

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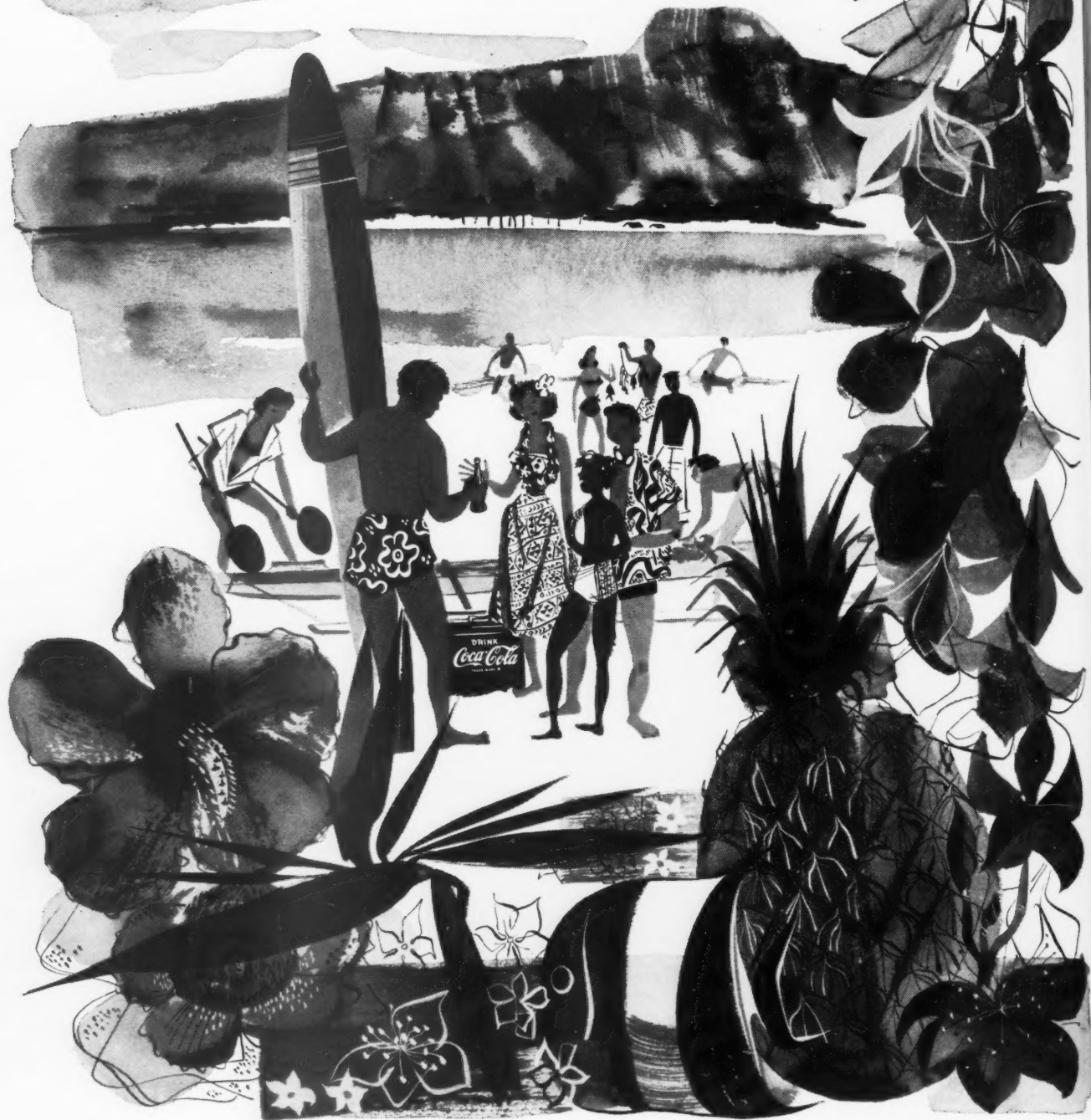
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CTA *Journal*

THE JOURNAL OF THE CALIFORNIA TEACHERS ASSOCIATION

MAY 1951 . . . Volume 47, No. 5

DR. REX H. TURNER *President*

ARTHUR F. COREY *Executive Secretary*

VAUGHAN MACCAUGHEY *Editor*

State Headquarters: 391 Sutter Street, San Francisco 8, California

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THE COVER PICTURE

IN AN ANGLER'S PARADISE

ENCOMPASSING the high mountainous water sheds of the middle and south forks of the Kings Canyon with its 3000-foot walls is Kings Canyon National Park, located in the far eastern portion of Fresno County. In this majestic Sierra Nevada wonderland Nature has sculptured scores of mighty peaks and canyons and studded the rugged landscape with hundreds of gem-like lakes.

Pack outfits will take the fisherman back into country of giant sequoias and 11,000-foot lakes and streams where the Golden Trout thrives. The Golden is a striking combination of colors: deep vermilion on the belly, fading to light gold on the sides, with bright rosy strips on the sides crossed at intervals by contrasting dark, parallel marks. Rainbow, Eastern Brook and Loch Leven tip the rod at the drop of the fly.

The John Muir Trail follows through the summit region of the Park for 78 miles seldom below 8500 feet and crosses five high mountain passes. Muir once wrote about Kings Canyon:

"From the head of the Valley other mountains rise beyond in glorious array, every one of them shining with rock crystals and snow, and with a network of streams that sing their way down from lake to lake through a labyrinth of ice burnished canyons . . . flowery meadows and groves and sunny flats, through the midst of which the crystal river makes its way; now gliding softly with scarce a ripple over beds of brown pebbles, now rushing and leaping in wild exultation across avalanche rock-dams or terminal moraines swaying from side to side, beaten with sunshine, or embowered with leaning pines and firs, willows and tall balsam poplars, which with the bushes and grass at their feet make charming banks . . . gnarled snags and stumps here and there reach out from the banks, making cover for trout which seem to have caught their colors from rainbow spray."

Kings Canyon National Park is truly a fisherman's paradise.

— Photo by C. Laval, Fresno; courtesy of Kerne Anderson, Fresno County and City Chamber of Commerce.

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RAISE THE FLAGS—for 10 years of enrichment!

Yes, it was ten years ago this May that U.S. bakers and millers voluntarily started enriching white bread and flour—thus contributing immeasurably to the nation's well being. An eminent nutrition authority says:

"Enrichment of bread has meant not merely enriching the bread, but enriching the lives of many of our fellow citizens—enrichment of life measured in a greater zest for living and improved resistance to disease."

As part of a school-wide emphasis on nutrition, the children in the picture above have constructed a cardboard model of a slice of bread . . . and have made flags representing various nutritive elements found in this common food. Thiamine, riboflavin, niacin and iron—the enrichment ingredients added to flour by millers and bakers—become more than just "big words" as the class learns what these, along with the other nutritive elements in bread, contribute to their over-all daily diets. And another big step forward in the study of foods is made as the children learn that "enriched" on a loaf of bread, a sack of flour, a package of rolls means *more* essential vitamins and minerals!

If you'd like help in starting or expanding a nutrition project, suggestions for dramatizing any phase of nutrition work, write to: Education Section, Dept. of Public Services, General Mills, Minneapolis 1, Minn.

VITAL STATISTICS ON FLOUR ENRICHMENT



Before the enrichment program was started ten years ago, virtually none of the nation's white bread and flour output was enriched. Today about 87% of family flour and 80% of commercial bakers' bread and rolls have extra vitamins and minerals added. To date, 26 states with 56% of the total population have laws requiring enrichment.



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How I plan to save \$31⁸⁹
on car insurance:

Last year at standard
rates I paid \$81²⁵*

This year at CTA rates
I am paying . . . \$70²³

At the end of the year
I expect a refund of \$21⁰⁷

My probable net cost . . . \$49¹⁶

My total saving . . . \$31⁸⁹



*Average amount paid by first 1,500 teachers who signed up for CTA plan.

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Car Year.....	Make.....	Model Name.....	Body Type.....		No. of Cyls.....
(Fleetline De Luxe, Custom De Luxe, etc.)					
Motor No.....	Serial No.....	Is Car Fully Paid For? Yes..... No.....			
If Not Paid For By Whom Financed?.....	Finance Co.'s Address.....				
City.....		Zone.....	Number.....	Street.....	
Collision Losses In Past Year: \$.....		Other Losses: \$.....		(If none, write "NONE")	
Other Drivers in Household Under Age of 25 years (Continue list on separate page, if necessary):					
Name.....		Age.....	Date of Birth.....		

CTA *Journal*

THE JOURNAL OF THE CALIFORNIA TEACHERS ASSOCIATION

CTA FACES THE FUTURE

FOLLOWING a year of study by a state-wide committee and four months of consideration by local teacher groups, the State Council of Education voted overwhelmingly to increase the annual dues of the CTA to \$12. This is a significant decision. Its implementation will demand the widest and most careful consideration by professional leaders throughout the state.

If the challenging objectives which are sought are to be achieved by increased dues, every possible economy must be utilized and the membership of the Association must be maintained at least at the present level.

CRITICAL ANALYSIS DESIRABLE

The analysis by the membership which preceded this decision subjected the California Teachers Association to the most critical appraisal in its history. More teachers were thinking and talking about the CTA than ever before. Although the result seems to justify the conclusion that in the main the membership approves the policies and achievements of the Association, there were many honest criticisms offered. These reactions must be accepted as an opportunity for improvement. Entirely apart from the problem of dues, this critical appraisal of the Association's program by the membership was in itself a desirable activity which must take place periodically in any well-organized group. We should continue this self-analysis.

YOUR SUGGESTIONS INVITED

No program activity for an educational organization is a good program, no matter how dramatic or challenging it may be on paper, unless it gets results. Professional activities are not ends in themselves but means whereby we seek to guarantee better opportunity for California youth by increasing the efficiency, dignity and security of those who teach them.

As we expand our CTA program, every new activity and every extension of an existing service should be projected against the ultimate end we seek. The CTA has no time nor money for "busy work." During the next year decisions must be made which will shape the destiny of our Association for some years to come. Your Executive Secretary welcomes your suggestions. They will be carefully considered and, if within the general scope of the directives of the State Council, they will be presented to the State Board of Directors. You are the Association. If you have ideas for improving it, now is the time to express them. — A.F.C.

State Council of Education

INCREASED CTA SERVICES PROGRAM APPROVED; LEGISLATIVE PROGRAM EXPANDED

Summary of Annual Meeting, April 13, 14, Asilomar

By Harry A. Fosdick

OVERWHELMING approval of the increased CTA services program and the \$12 annual dues was voted by delegates to the California Council of Education meeting at Asilomar conference grounds, April 13-14.

Results of the four months of extensive study and discussion were revealed when the Special Committee on Services and Dues report was approved by a 10 to 1 margin, with nearly every delegate instructed by votes taken in his own area. The actual count was 200 yes, 21 no, with 5 abstaining.

Following presentation of the Services and Dues report by Jack Rees, chairman, extensive debate brought out all objections raised by teachers opposing the dues increase, even when these expressions had been by a minority of the delegate's constituents. Most of the objections, it developed, were toward some of the committee's specific proposals rather than against the general program.

The Council, having limited its vote to the amount of dues for 1952, voted further that all suggestions relative to ways in which the increased association income would be spent be considered by the Sections, and their recommendations be sent to the State Council for further consideration.

This would mean that while some phases of the proposed program, which obviously met near-unanimous approval, could be planned and budgeted immediately to take effect next year, other proposals probably will be held in abeyance pending additional discussion and action at the December meeting of the Council.

Officers Elected

Dr. Rex Turner, Oakland, and William A. Chessall, Ukiah, were re-elected president and vice-president by the Board of Directors. Miss Vera Hawkins, San Diego, and Nelson Sewell, Salinas, were re-elected to the Board by the Southern and Central Coast Sections.

Jack Rees* became the only new association officer when the Bay

Section recognized his special contribution as chairman of the Committee on Services and Dues by naming him to the Board of Directors to succeed Mrs. Louise Gridley, now Bay Section secretary. Other candidates for the post were Dr. Wallace W. Hall, former Section secretary, and Ruby Ferguson, San Jose, now a member of the CTA State Ethics Commission.

Jack Rees of Hayward, newly-elected member of CTA Board of Directors



* Professional Background of Jack Rees: Teacher and vice-principal, Washington High, Centerville, 1936-44; Assistant county superintendent of schools, Alameda County, 1944-45; Superintendent, Hayward Elementary Schools, 1945-51.

Professional Organization Activity: Past-president, Alameda County Teachers Association; Bay Section Council and State Council representative, re-elected for new term on State Council; past chairman, Bay Section Salary Committee; past chairman, Bay Section Committee on Financing Public Education; state chairman, Services and Dues Committee; member, State Cooperative Committee on School Finance; state chairman, Legislative Committee, Elementary School Administrators Association.

Legislative Program Expanded

ADDING to the legislative program already adopted by the CTA, adoption of various committee reports included instructions to Dr. Arthur F. Corey and Robert E. McKay to work in Sacramento for or against adoption of 10 more measures now before the Legislature.

Greatest debate hinged on approval of AB 3158, which removes the \$5000 salary limitation for retirement system benefits. After several amendments were proposed and defeated, the Council finally supported removing the salary limitation entirely.

The Council also reversed its earlier action by approving AB 2130 and SB 1605, which would enable the San Diego local teachers retirement system to dissolve and merge with the State system.

The Teacher Education and Professional Standards committee added AB 25 to the CTA-opposed list. This measure provides special credentials for psychologists.

Proposals accepted from the Legislative committee included opposition to AB 3345, SB 1434 and SB 1437, establishing special centers for physically and emotionally mal-adjusted persons; opposition to AB 1317, extending the functions of pupil traffic patrols and opposition to any increase in the number of signatures required for initiative petitions.

Survey of the Schools

Senate Concurrent Resolution 26, calling for an interim legislative survey of public education under the direction of the legislative auditor, was condemned by the Committee on Financing Public Education. Instead, the Council adopted the committee recommendation that, since such a long-range study to define an adequate program with proper financial support is needed, the CTA seek amendments to this resolution to provide broad representation in a cooperative study by all interested agencies, including the Legislature and the profession.

Legal Action Proposed

Since CTA-sponsored legislation to specifically authorize governing boards to raise teachers salaries during the school year has been enacted, the Committee on Salary Schedules and Trends recommended that the CTA support a friendly test case in the courts if the provisions of this act are challenged by legal council in any county.

The Salary Schedules and Trends committee also advised that the national pattern of 10 per cent increases be sought by teachers in districts which have had fairly satisfactory schedules, but said that in many cases it will take a 15 per cent raise to give teachers the same buying power as they possessed a year ago.

IN its final action, the Council gave nearly a 2 to 1 approval to Asilomar as a meeting place for future State Council sessions instead of San Francisco, but left the Board of Directors authority to make the final decision.

CALIFORNIA TEACHERS TO WELCOME NEA DELEGATES AND VISITORS

By Myrtle Gustafson, Oakland; Chairman, NEA Planning Committee

COMMITTEE chairmen are busy completing plans for the 89th annual summer meeting of the National Education Association to be held July 1-6 in San Francisco. Dr. Karl Berns of the NEA staff, who has met with the committee, expressed appreciation for the cooperation and work of the local committees.

In his report to the Planning Committee and chairmen of all cooperating committees, Dr. Berns indicated that the program promises to be one of the best in NEA history. At the opening general session on Monday evening Governor Earl Warren will extend a welcome from the State of California. Other notables who will address general sessions are the following:

Corma Mowrey, NEA president; Andy Holt, ex-president of NEA; Andrew Cordier, executive assistant to the secretary general of United Nations; William Carr, NEA; William F. Russell, president, Teachers College, Columbia University; Pearl Wanamaker, superintendent of public instruction, Washington.

Special Features

The general pattern of the week's program provides for department and commission meetings on Monday; the Representative Assembly meetings every morning, from Tuesday through Friday; group discussion meetings in the afternoons; general sessions and social activities in the evenings. Vesper services at 4 o'clock on Sunday afternoon, July 1, will be held in the beautiful Grace Cathedral.

The Classroom Teachers Department, the largest department of the NEA, will have as its presiding officer Mary Virginia Morris, president.

The Representative Assembly will meet, with each state assigned to a designated section, in the Civic Auditorium on Tuesday, Wednesday, Thursday, and Friday mornings. The Assembly will continue in session Friday afternoon. Delegates elected by affiliated associations comprise the policy-making body of the association. NEA members who are not delegates may attend the sessions and will be seated in the visitors section of the auditorium.

Group discussion meetings will be held Tuesday, Wednesday, and Thursday afternoons for the consideration of professional and instructional problems. Many California leaders will take an active part in these afternoon sessions. One of the discussion meetings will feature a televised program from Station KRON on Wednesday, July 4, with a panel discussing the values of television in education. Dr. Vaughn Seidel and Dr. Herbert Clish are developing this program with the generous assistance of the local television station.

Throughout the week affiliated organizations will be holding professional and

social meetings, all listed in the official program.

Classroom Teachers Night to Feature Music

Classroom Teachers Night on Tuesday, July 3, will provide the privilege of hearing the Standard Symphony Orchestra; free tickets will be available to NEA members at the time and place of registration. Following the program there will be a reception for Dr. Corma Mowrey, NEA president; officers and members of the Classroom Teachers Department will act as hosts.

Friendship Night to Be Tropical

A tropical night has been selected as the theme for Friendship Night on Thursday, July 5, with a reception honoring the officers and the candidates for office, to be followed by professional entertainment, dancing, and refreshments. The concert room and ballroom of the Palace Hotel will furnish the setting for what promises to be a most beautiful social event. Entertainment by the Hawaiian delegation will be an outstanding feature of the evening.

Hospitality to Abound

To greet the expected 5000 visitors as they arrive, members of the Hospitality Committee will be stationed at the Ferry Building and Southern Pacific Station. An added welcome will be provided at the Civic Auditorium when delegates register on Sunday from 12:30 to 8; coffee and coca-cola will be served at the time of registration.

Various souvenirs also will be distributed, among these will be, — a beautiful booklet containing a reprint of Dixon Wecter's "Literary Lodestone—One Hundred Years of California Writing" provided by the Stanford University Press; another booklet on Bay area places of interest furnished

by Silver Burdett Company; the Standard Oil Company is giving pictures of the Bay Bridge and of California flowers.

Information tables in the Palace, headquarters hotel, and other leading hotels, will assist visitors and supply schedules of trips during and after the convention. Visitors who are not delegates will want to take advantage of the opportunity to see many places of interest in the Bay area.

Air Education Day on Monday, July 2, with a trip to the International Airport in San Francisco, lunch at the airport, and a possible air trip over the Bay area will be of interest to many visitors. A motion-picture preview and style show are other courtesies. A tour of Golden Gate Park, with tea in the Oriental Tea Garden, will afford the opportunity of seeing the growing flower-garden of "Welcome NEA", together with the schoolhouse emblem provided by the San Francisco Park Commission. Other tours include a visit to the University of California campus, Stanford campus, Muir Woods, and a boat trip on the Bay.

Prior to the convention, local teachers associations will receive a Letter of Instructions regarding convention details; the list of available tours, sent to NEA state directors and executive secretaries, of all state associations, will be included.

WITH this rare privilege of attending meetings of such great national importance, Californians who have not already joined the National Education Association will want to avail themselves of the opportunity of contacting their local association president or the secretary of their respective Section of California Teachers Association.

Hundreds of Californians to Serve as Hosts

Californians have much to gain as well as to give in acting as host to the largest professional organization in the world advancing the cause of education. Let's live up to our reputation as good hosts. We look forward to seeing you in July!

SHALL SCHOLARSHIPS GO BEGGING?

HEARING Center of Metropolitan Los Angeles is trustee for the Case-Miller Memorial Scholarship Fund. Teachers are needed to take training to teach hard-of-hearing children in Los Angeles County. These Case-Miller Scholarships are now available for experienced teachers in the elementary and primary education field who are ready to enter special education.

This Memorial Fund is now supported largely by Chapters of the American Hearing Society in Southern California, whose concern for young children with partial hearing is growing; they realize that hearing defects are often undetected in childhood until educational and personality problems become serious handicaps.

For further information about Scholarships available now, application blanks, etc., write to Mrs. Mary Rogers Miller, 1209 Crenshaw Blvd., Los Angeles 19.

CTA Group Insurance Plans Prove Popular

A PROGRESS REPORT

By Frank W. Parr, Director, CTA Research Department

THE establishment of group insurance plans for teachers is not a new idea. A number of state education associations have offered such programs for many years. At least four state associations (Utah, Colorado, Illinois, and Iowa) have organized their own insurance companies in order to give their members the best possible insurance program at the lowest net cost.

It was only natural that the CTA, in adopting its expansion program in 1947, should consider the addition of group insurance coverage as one of its new services. As early as 1948, the CTA Research Department was asked to (1) conduct a national survey to find out what other state education associations had done and were doing in developing plans of group insurance for their members, and (2) survey all local teacher associations in California to ascertain the need for group insurance.

Based on the findings of these two surveys, the CTA Board of Directors in January 1950 authorized the appointment of a state insurance committee. The work of this committee and the resulting development of two new insurance plans for CTA members is explained in the balance of this article.

Insurance Committee Makes Intensive Study

Using the information obtained in the two surveys referred to above, the CTA Insurance Committee recognized that a complete program of group insurance coverage for teachers would need to include the following areas: (1) Hospital, medical, surgical; (2) Accident and sickness, or so-called "salary protection"; (3) life; (4) personal liability; and (5) automobile. Realizing that it might take years to develop a complete program of group insurance, the Committee decided to proceed on the basis of urgency or need.

CTA Automobile Insurance Plan Established

It became evident at the outset that the most urgent need in the insurance area was for a preferential automobile plan. The Insurance Committee discovered that, although teachers are

known to be a preferred-risk group, no insurance company had recognized this fact. After consulting with some 10 large insurance companies regarding the possibility of establishing a group automobile plan for California teachers, the Committee was impressed with the proposed plan of the California Casualty Indemnity Exchange.

The Plan, in brief, provides that CTA members are to receive an initial discount of 15% on major coverages, and a dividend at the end of the premium year based upon the loss experience of the CTA group. It is believed that the total saving to CTA members will be around 40%.

The new CTA Automobile Insurance Plan was recommended to the Board of Directors for approval last September. The Board, in turn, endorsed the Insurance Committee's report and referred the matter to the State Council last December for adoption or rejection. The Council adopted the Automobile Plan with only one dissenting vote. Preliminary inquiries had indicated that CTA members were keenly interested in such a plan.

A double-page advertisement in the January CTA Journal informed CTA members of the action of the State Council. The response was immediate and enthusiastic. Since January 1 requests for information regarding the Automobile Plan have been received at the rate of 1000 per month. Policies have been issued at the rate of 120 per week. As of April 13, a total of 1800 policies had been issued to CTA members. It is estimated that approximately 5000 policies will be in force by the close of the first year of operation of the CTA Automobile Insurance Plan.

CTA Group Health Plan Developed

After a year of intensive study by the Insurance Committee, during which some 25 insurance companies were contacted, a recommended CTA Group Health Plan was established and presented to the Board of Directors last January for adoption. The Plan, which is to be known as "The CTA BLUE CROSS Health Plan," was officially announced in the March CTA Journal.

The Health Plan is based upon specifications which were developed

by the Insurance Committee after a careful study of existing health plans. A special insurance counselor was retained to assist the Committee in drafting the specifications and in evaluating the bids from the various insurance companies and service organizations. After narrowing the selection down to 5 firms, the Insurance Committee unanimously agreed that it favored the BLUE CROSS proposal.

The response from local and county education associations would indicate that the Health Plan will prove to be as popular to CTA members as the Automobile Plan. No less than 35 teacher groups have already filed requests for speakers who can assist the local and county groups in getting further information regarding the CTA BLUE CROSS Plan. Blue Cross representatives are meeting daily with such organizations to help explain the provisions of the Health Plan.

The new Health Plan offers broader coverage than any existing group plan available to teachers. To qualify for the plan, a local or county group must fulfill the following requirements:

1. Adopt a resolution of intent as a sponsoring agent; however, only CTA chapters can serve in such a capacity;
2. Insure an enrollment of at least 75% of the group in the Plan; and
3. Make provisions with the local school board for payroll deductions to cover the Health Plan fees.

INQUIRIES regarding the Health Plan should be directed to State CTA Headquarters. Groups will be installed in the order in which they qualify.

And Yet to Come

The Insurance Committee is continuing its study and expects to develop other plans to cover the remaining areas of group insurance if there appears to be sufficient demand and need for such coverages. In the near future, the Committee plans to contact a number of teacher groups to determine the extent of interest teachers may have in securing the benefits of accident and sickness insurance, life insurance, and personal liability insurance. The future activities of the Committee will be determined by the findings of these spot checks.

SALARY COMMITTEES AND THE NEW SCHOOL DISTRICT BUDGET FORM

By Kenneth R. Brown, Assistant Director, CTA Research Department

SCHOOL districts and superintendents throughout California have recently received copies of a new State Department publication, **California School Accounting Manual**, Bulletin of the California State Department of Education, Vol. XX, No. 2, March, 1951. This bulletin supersedes a previous one of the same title published in June, 1944.

The new accounting manual is of special interest to local teachers Salary Committees, because it will inaugurate changes in school district budget forms. It will be possible in the long run to have better budget analyses and fiscal control, because the new budget categories provide a more detailed breakdown of expenditure than has existed.

Budgets of recent years have listed current expenditures under 6 categorical headings, as in the accompanying Table 1. These headings and their subdivisions have been pretty general in operation, so that it has not been possible without an audit to know just what proportions of the district budget have gone for certain educational functions. For example, the superintendent-principal of a district properly split his salary between administration and instruction, but in what proportions could scarcely be observed from examination of the budget form.

Other items of expense in the past have been blanketed under the larger budget headings—such items as business administration expense, clerical expenses, types of instructional supplies, items of operation and maintenance. These have always been properly accounted for, but the budget breakdown was not fine enough to show them. The new budget forms have largely been promoted by the California Association of Public School Business Officials. These reforms promise to be of general benefit in publicizing facts about school expenditure.

Budget Categories

The new budget forms will have 9 categories of current expense, although the first 7 categories are recommended as the basis of inter-district comparisons. Major categories of expenditure of a certain level of importance must appear in all district budgets and will be included in the Budget Form No. J-41. The following categories comprise this list:

I. Expenditures

A. Current Expense

1. Administration
2. Instruction
 - 2a. Certificated Salaries of Instruction
 - 2b. Other Salaries of Instruction
 - 2c. Other Expenses of Instruction
3. Auxiliary Services
4. Operation of School Plant
5. Maintenance of School Plant
6. Fixed Charges
7. Transportation of Pupils

8. Food Service
9. Community Services

B. Capital Outlay

II. Other Outgo

10. Transfers

III. Related Items for Which Cash Is Disbursed

A. Payments for Other Assets

- S — Stores
- E — Emergency Cash Fund
- I — Investments in U.S. Bonds
- P — Prepaid Expenses

B. L — Current Liabilities, prior salaries and bills

- L — Current Liabilities, temporary loans

- B — Bond redemption, bond principal

The Undistributed Reserve and General Reserve will still appear in the budgets as they have in past.

The new manual recommends that additional subheadings appear in district budget planning, and a new Form J-42 will provide a detailed estimate of proposed expenditures and transfers from the general fund of the district. Form J-42 is intended as a worksheet and is not an official part of the budget. Under the heading of Administration there would appear "General," "Educational," "Business," and "Other" expenses of administration. Under the heading of Certificated Salaries would appear "Supervisors," "Principals," "Teachers," "School Librarians," and "Other" salaries. Remaining categories would have a more detailed breakdown than at present.

Implications for Salary Committees

As a basis for salary comparisons and a yardstick of adequacy, local salary committees will need to use the percentage breakdown of current expenses with common sense. For most districts Community Services and Food Service will be almost negligible amounts. Until the accumulated data of two or three years running is at hand, it will still be advisable to refer only to the new 7-group current expense base when analyzing budgets,

(Please turn to Page 12)

TABLE 1. CURRENT EXPENSE OF CALIFORNIA SCHOOL DISTRICTS, FROM GENERAL FUNDS ONLY, BY CLASS OF EXPENDITURE, IN PERCENTAGES OF THE STATE TOTAL: 1949-1950

Classification of Expenditure	Elementary Districts	High School Districts	Jr. College Districts	Unified Districts	All Districts
1. Administration	3.91	3.85	4.92	3.72	3.89
2a. Instructional Salaries.....	67.12	61.83	57.97	65.53	64.71
2b. Other Expenses of Instruction.....	5.81	9.04	13.50	7.77	7.62
3. Operation of School Plant.....	9.40	9.70	9.69	9.62	9.56
4. Maintenance of School Plant.....	4.25	5.04	5.17	4.99	4.72
5a. Transportation of Pupils.....	3.36	3.65	1.04	1.11	2.78
5b. Other Auxiliary Services.....	2.03	2.06	.70	2.40	2.07
6a. Interest on Current Liabilities.....	.01	.00	.01	.01	.01
6b. Other Fixed Charges.....	4.11	4.83	7.00	4.85	4.64
Total.....	100.00	100.00	100.00	100.00	100.00

Teachers in the Fulbright Exchange Program

By Paul E. Smith, Acting Director, International Exchange of Teachers and Trainees Branch, U. S. Office of Education

WHEN school opens this fall about 200 American teachers will begin the exciting adventures of a year's teaching in a foreign country. In the classrooms which two-thirds of these teachers have left, their colleagues from abroad will greet American school children. During the year thousands of American boys and girls will have the chance to learn about another country almost at first hand, and thousands of boys and girls in England, France, Belgium, Thailand, Burma, the Netherlands and other countries where there are Fulbright teacher exchange programs will see the United States through the eyes of an American.

In August, 1946, President Truman signed the Fulbright Act, which amended the Surplus Property Act of 1944 to use foreign currencies and credits acquired through the sale of surplus property abroad for programs of educational exchange with other nations.

The Department of State is responsible for the administration of Fulbright exchange programs with a Board of Foreign Scholarships appointed by the President to supervise the selection of persons who participate.

The United States Office of Education, Federal Security Agency in Washington through a national advisory committee, reviews the applications and submits panels of recommended candidates from which final selections are made by the Board of Foreign Scholarships.

President Truman, in speaking to a group of exchange teachers on August 17, 1950, spoke of the program for the interchange of teachers as "the best step in foreign policy during my entire tour of duty in public life." Let us see just what are the benefits from such a program:

Horizons Are Broadened

Teachers who participate in exchanges return to classrooms in their own country with broadened horizons. One teacher who had been teaching geography for a good many years and knew her subject well wrote, "I thought, before I went, that I would know what it would be like, but I found that imagination isn't sufficient."

A British teacher who came to the United States prepared to explain the System of education in England or to defend the

national socialization of the steel industry learned that people here were far more interested in how the ordinary man in the street lives and added that "the exchange scheme is doing its job in the way of promoting better understanding. Certainly from my point of view, I can see its value far more than I could when I set out."

Still another teacher, in discussing the exchange program added, "There are hundreds of stories of friendships that have developed that will last a lifetime, giving satisfaction to all concerned. The particularly significant thing about this plan for international friendship is its personal aspect. You can see that not only am I a teacher better able to combat prejudice and misunderstanding, but hundreds of teachers who will never have the wonderful opportunity that I had are also better teachers as an indirect result."

Pen Pals Enlisted

In large numbers the children in classes who have teachers from another country for a year are directly benefited by this contact. Whole classes have joined in "pen pal" projects which have stimulated greater interest in activities and people in other parts of the world.

A teacher in describing a Christmas gift program initiated by her class in this country for her own class at home was assisted by "Room Mothers." "One very kind mother packed them up beautifully with pine cones and red ribbons. We made a Christmas card and each child wrote his or her name on it. A mother produced from somewhere two beautiful little silk flags—the Stars and Stripes and the Union Jack. We stuck these crosswise on the front of the card and a small child walked out and said, 'That shows that we're friends, doesn't it?'"

PLAN 1 — Exchange Programs for Teachers Whose Schools Will Grant Leaves of Absence with Salary and Accept a Foreign Exchange Teacher.

Teachers selected for exchange positions under this plan will continue to receive salaries from their schools or boards of education and the foreign teachers will be paid by their own school authorities.

PLAN 2 — Exchange Programs for Teachers Whose Schools Will Grant Leaves of Absence Without Salary and Will Pay a Dollar Salary to a Foreign Exchange Teacher.

Under this plan the teacher will receive in foreign currency a salary from the Ministry of Education and/or a maintenance grant from the United States Educational Foundation in the respective countries and will receive travel grants as in Plan 1.

PLAN 3 — Grants for Teachers Who Can Secure Leaves of Absence Without Salary and for Applicants Not Currently Under Teaching Contracts.

This plan is essentially a "one-way" operation and the teacher will receive in foreign currency, a maintenance grant, round-trip oceanic transportation and United States domestic travel when it can be purchased with a foreign currency. Recently a Treasury Decision has held that the maintenance grant is subject to the federal income tax and that this tax is payable in dollars.

THE presence of exchange teachers in the schools abroad has stimulated the interest of many citizens who joined in new community projects. Two years ago a high school teacher and his wife went to teach in one of the small cities in Burma. Their contributions in agriculture and home economics were most significant. For example, they planted broom corn and by the time the crop ripened had improvised a broom-making machine so that they could teach the boys to make good brooms. The home economics teacher started a canning class and helped the people in this part of Burma to preserve food for the first time. They made inexpensive vinegar; they planted new crops; they smoked hams; they did a splendid piece of work and made a great contribution. When their day for departure came, 300 people assembled to say farewell and to ask them to return soon.

Perhaps no statement more ably describes the purposes of the exchange year than this: "It is a year I shall never forget. For it has been much more than an exchange teaching post, it has been an exchange of heart and thought and ideas." With these words a British teacher in a New Jersey school concluded a letter of appreciation for the opportunity to teach in the United States.

Next September announcement of Fulbright Exchange Opportunities will be sent to city superintendents of schools throughout the United States.

Teachers interested in going abroad for the 1952-53 school year may obtain application blanks from their superintendents or by writing directly to the Office of Education, Federal Security Agency in Washington. Applications will be accepted for exchange under three plans. Not all countries participate under all three plans, but the countries and the nature and number of teaching opportunities in each will be available in the fall.

Current Legislation

REPORT ON PROGRESS IN THE STATE LEGISLATURE

By Robert E. McKay

WITH a majority of CTA legislative proposals already enacted into law or well on their way to the Governor's desk for approval, attention is being centered in Sacramento circles on CTA bills to provide more adequate financial support for the schools.

Final action on the plan to increase state aid by more than \$50,000,000 a year cannot be taken until after the 1951-52 state budget has passed both houses, probably two weeks hence. Assemblyman Francis Dunn's bill, AB 1985, drafted as a result of studies and recommendations by the State Cooperative Committee on School Finance, is moving along as fast as the above limitation will permit. It has been approved by the Assembly Education committee and now is being studied by the Ways and Means committee.

Meanwhile Assembly passage of Assemblyman Robert C. Kirkwood's measure, AB 2061, to provide that part of the CTA program recommended by Governor Warren, is expected. A letter permitting action ahead of the budget is anticipated for the bill which would give an estimated \$10,000,000 or more a year for current apportionment and increased transportation aid.

Pending in the Senate is the CTA-sponsored measure, AB 1562, by Assemblyman Ernest R. Geddes, to increase the minimum salary of fully credentialed teachers from \$2,400 to \$3,000 a year. After careful study by the Education and Ways & Means committees the Assembly gave the bill a unanimous 60-0 vote of approval.

A half dozen CTA bills already have been signed into law by the Governor. They include SB 752, Donnelly, which authorizes school districts to increase teachers salaries during the school year if provision has been made in the teachers contracts or in rules of the board adopted prior to the start of the school year.

The Record Is Good

To date all CTA sponsored or supported bills have been approved by all committees or on the floors of the houses which have considered them. At the same time all bills disapproved or opposed by the California Teachers Association on which action has been taken have either been dropped by their authors, killed in committee, or in one instance, snowed under in a floor vote.

Scheduled for early hearing is the proposal to increase the maximum tax rates which may be levied by a school district without the necessity of special election authority from the voters. The measure, AB 3109, authored by

Assemblyman H. W. "Pat" Kelly, would raise the maximum elementary rate from 80c to \$1.50 per \$100 of assessed valuation and would make comparable increases at other levels.

Opposition of tax-paying groups is expected, despite the fact that the existing maximums were fixed 18 years

ago and that because inflation has wiped out much of the purchasing power, districts having 96% of the elementary a.d.a. have been forced to exceed these existing unrealistic maximums.

Bills Dropped or Killed

Among the CTA opposed bills which have been dropped or killed are those which would have required daily Bible reading in the schools, made mandatory the granting of public school transportation to private school pupils, made illegal the CTA automobile insurance program, exempted personal property from taxation, extended tenure to small districts, and changed school trustee election dates.

ALTHOUGH the legislature is moving faster than in any recent sessions it is considered unlikely that adjournment can be reached much prior to the late June date upon which the 120 days permitted by the constitution will expire.

California Scholarship Federation

"Scholarship for Service"

Have You a CSF Chapter in Your Secondary School?
405 Schools Have CSF Chapters

By Olga S. Hamman, Chairman of Publicity, California Scholarship Federation
(Also Adviser, Chapter 18, CSF, San Diego High School)

WHAT is the California Scholarship Federation? It is a statewide organization, incorporated under the laws of California, and affiliated with California Teachers Association. It is composed of 405 chapters in 405 secondary schools in California. Any public or private secondary school accredited by the University of California is eligible for affiliation with the CSF.

The purpose of the California Scholarship Federation is to foster a high standard of scholarship and general attainment on the part of students of the secondary schools of California; to encourage school and community service; to foster the practical application of ideals of democracy and of citizenship. It encourages all students to develop their talents and abilities to the utmost, and to accept in full the rights and obligations of a citizen. The goal is "Scholarship for Service."

Charles F. Seymour

In 1921, just 30 years ago, the Federation was founded by Charles F. Seymour, then head of the social studies department, Long Beach Polytechnic High School. Several years of planning and organization preceded the final adoption of the state constitution of October 15, 1921. Twenty-nine schools were immediately given full status as charter members and their chapter numbers were determined by lot. Subsequent chapter designations have been assigned in order of approval.

Organization — State

Policies. The policies of the Federation are determined at the annual state-wide conference of the chapter faculty advisers. These take place on the third Saturday in October and are preceded, on Friday, by the annual meeting of the Board of Directors. A school applying for membership in the CSF must be approved by the Eligibility Committee of the Board of Directors.

Interschool Student Activities. The state is divided into three regions — Northern, Central, and Southern. In each region there is held a CSF student convention every spring, with a well-rounded program of student-led activities — business meeting, discussion groups, exchange of ideas, and

entertainment. Similar meetings are held at intervals by county, district, and city CSF student groups.

Organization — Local

Membership. Semester membership (not-vitate membership) in the CFS is earned on the basis of grades received and activities participated in the previous semester.

Life membership in the CFS is awarded to seniors who have earned semester membership for not less than $\frac{2}{3}$ of their semesters in senior high school, including at least one semester in the final year.

Honorary membership (associate membership) is conferred upon entering first year students on the basis of their records in junior high school or other school attended before high school. Associate membership is non-voting and does not count towards life membership. It does confer the privilege of participating in the social and service activities of the chapter and the region.

Advisory membership is the official status of the faculty sponsors or advisors of the chapter.

Membership Qualifications. Semester (not-vitate) membership qualifications are based on a point system. The details vary in the individual schools, but in all cases at least ten points are required and all points must have been earned the preceding semester. A grade of A counts three points, a B counts one point, repeated subjects and physical education do not count, an F in any subject disqualifies. Most chapters permit as many as two of the ten points to be earned by participation in school service and co-curricular activities.

Good citizenship is an indispensable qualification. "Students who are otherwise eligible but, in the judgment of the Adviser and Principal, are unworthy citizens, shall be debarred," according to Article IV, section 7, of the state CSF Constitution.

Optional Plans. There are three plans of classifying subjects and grades:

Plan A gives full point value only to the so-called academic or "prepared" subjects. Non-academic or "unprepared" subjects received one-half of the point value.

Plan B gives full point value to any subject for which 5 semester-hours credit is given. Most schools adopt this plan.

Plan C is designed for schools that give only one grade which recommends to the University of California. Each school can elect Plan A, B, or C when it enters the federation, and can at any time submit to the Registrar of Eligibility an application to permit it to change from one to another of the plans.

Transfers. Students transferring from one school to another may transfer their CSF memberships. Students entering from schools having no CSF chapters may have their previous grades evaluated in terms of the local CSF chapter eligibility requirements.

Local Auxiliary Clubs. In many schools the CSF chapter sponsors and forms a part of a local club whose membership consists of students with at least a B average and whose services and goal conform to "Scholarship for Service."

Information About the CSF

Information about the CSF, how a school may form a chapter, etc., may be obtained by addressing:

Mary A. Ball, CSF Clerical Secretary
California Teachers Association
391 Sutter Street
San Francisco 8

This is a permanent address.

Information may also be obtained from

Marie Lourenze
CSF Registrar of Eligibility
McFarland High School
McFarland

Privileges and Obligations

Privileges. Semester membership entitles the student to participate in all the social, educational, and service activities of the chapter for that semester. These often include an official "Ditch Day," or excursion, attendance at the spring regional conference and other inter-school events, and cooperation in varied CSF school and community services. For example, many chapters are actively participating in UNESCO activities. Another example, — the San Diego High School chapter provides an official guide service for registration week, Open House, and like occasions; it is building up a scholarship fund; and maintains a college and scholarship information center.

Obligations. Obligations entailed by membership are that members should do their best, individually and collectively, to encourage scholarship in their school and to encourage ideals of good citizenship and service to their school, community, state, and nation.

Awards and Scholarships

Awards. Life membership in the California Scholarship Federation confers certain honors and privileges. The official gold CSF pin (CSF Lamp) is awarded to a life member, the official gold Federation Chapter Seal is placed on his diploma, and the chapter seal or a statement that he is a CSF life member (or sealbearer) is placed on every transcript. At the University of California, sealbearers are immediately admitted to membership in the Tower and Flame honor society.

Scholarships. Approximately 34 state-wide scholarships are available to life members.



These include 30 CSF tuition scholarships offered by 14 California colleges and universities and the 4 Seymour Awards, two \$500 and two \$250, given by the Federation in honor of its founder.



Value

The California Scholarship Federation is democratic in its organization, its methods, and its goal. Membership is open to all high school students on an equal basis. The only criteria for admission are individual worth, attainment and achievement. In its recognition of points for co-curricular activities and its emphasis on service it aids coaches and other sponsors in promoting a desire for scholarship and at the same time aids all the teachers and the administration in fostering the qualities of citizenship, — the feeling of individual responsibility for the general good.

The New Budget Form

(Continued from Page 9)

and may be advisable for an even longer time. As will be noted in Table 1, the proportion which has commonly been spent for salaries of certificated personnel has fallen within the range of 64-70% of current expenses (six categories), with variations for different levels. The budget studies of the State Department of Education will serve to reorient us in this matter as rapidly as possible.

Salary committees should be advised that there is nothing sacred nor mandatory about these percentages. The percentage is, after all, only a figure. Salaries are not paid in percentages; they are paid in dollars. Unless the total of dollars to which the percentage applies is large enough, then an adequate salary schedule cannot be paid. Many districts now pay out more than 70% of current expenses in salaries. On the other hand, in a wealthy district 55-60% of the current expense budget might support a very attractive schedule. Each district is an independent enterprise.

MEANWHILE, the new recommended subheadings, if used by districts, will give a more specific measure of teacher salary policy. These salaries will stand out apart from those of supervisors, principals, and librarians. Once again, however, these new percentages will possess no magical qualities. It is not wise to tie up schedules or contracts in terms of percentages of expenditure. A few districts have had successful schedules based upon some percentage of income, but this is an entirely different approach.

WE ALL GO TO SCHOOL

IN-SERVICE TRAINING FOR ELEMENTARY TEACHERS IN SAN LUIS OBISPO COUNTY

By Miss Mercedes Erro, Elementary Coordinator, San Luis Obispo County Schools

THE in-service professional education program for teachers in the elementary schools of San Luis Obispo County is an integral part of the supervision, guidance, curriculum development, and institute services provided through the County Schools office.

It is planned so that opportunities for continuous improvement of professional services will be available to teachers throughout the school year. Those types of activities common to the four fields are planned together as an over-all program of in-service professional education.

The essential purpose of this program is to further professional growth and to help teachers provide the best possible learning experiences and guidance for children.

The program is uniform over the county. That is, the same opportunities provided for in-service training are available to teachers in all areas of the county. Teachers have the privilege of participating in those activities which they feel will be most helpful to them as individuals and as teachers in specific situations. Each year every elementary and secondary teacher and administrator is required to attend the Annual Education Conference, a day of institute for which all schools are closed.

Each teacher's institute attendance requirement is fulfilled through at-

tendance at the Annual Education Conference and at such other sessions as he chooses to attend. Each activity, which it is felt will further professional growth, is allowed a certain amount of institute credit. A minimum amount of credit, equivalent to the ten hours of institute attendance required by law, is established by a county-wide institute advisory committee and must be met by all teachers. Most teachers participate in many more activities than those necessary to meet institute requirements.

The local school districts and the individual teachers share in the planning of the in-service education program through a representative institute advisory committee and through individual evaluations of the in-service training program. Everyone is encouraged to make suggestions, all of which are considered in the planning of the program.

Local Groups Are Integrated

The larger school districts provide certain local in-service training and curriculum development activities, which are considered a part of the county-wide program. Upon request, special in-service activities to meet specific needs are provided for groups of teachers from the small schools in various geographical areas. All of these local activities are planned as an integral part of the in-service program.

At sharing meetings held during the year, teachers discuss work of their pupils and give help to each other in planning for continued growth in the areas which were stressed at the summer workshop.

The institute advisory committee is composed of a representative from each elementary school district having ten or more teachers, a representative of the small elementary schools in each of six geographical areas (high school districts) of the county, a representative from each high school, and members of the County Schools staff who have general supervision assignments.

It is the responsibility of this committee to set up general institute policies and to make suggestions for the in-service education activities in accord with the needs and desires of the teachers whom they represent. It then becomes the responsibility of the County Schools office to make specific plans and to coordinate the program.

Unique Pre-opening Meet

One of the unique features of the present in-service training program is the one-week, annual pre-opening of school conference planned for all elementary teachers in the county. Teachers new to their positions are encouraged to attend, and all teachers are welcome. Although attendance is optional, the majority of teachers attend. The conference is planned to give concrete, practical help in specific curricular areas chosen for emphasis from the requests of the majority of teachers. Every session is planned with the idea of giving each teacher something which he can use in his classroom. The pre-opening of school conference is integrated with the total in-service training program, and many of the activities provided throughout the ensuing year are planned as a follow-up of the initial sessions held at the pre-opening of school conference.

The County Schools office sponsors a six-weeks summer workshop, conducted under the auspices of a teacher training institution, as a part of the in-service program. Although teachers

One of many experiences provided teachers by the summer workshop is participation in field trips, which acquaint them with the local environment and help prepare them to conduct similar field trips with their own classes.



enroll in the workshop as they would in any college summer session, the summer program is coordinated with the on-going professional education program in the county.

Summer Assistance

For the teachers who participate, it provides an opportunity to increase their understanding of many practical aspects of classroom teaching which have been discussed at sessions held during the preceding year or on which the teachers have requested more concentrated help than it is possible to give while schools are in session.

The workshop is followed by a series of sharing meetings throughout the succeeding school year, where teachers discuss the experiences they are having in their own classrooms and help one another to plan for continued growth in the areas stressed at the workshop.

OTHER in-service training activities, all of which provide institute credit if needed, include the work of curriculum committees and special study groups, workshops, forums and special lectures, school visiting days, and directed educational trips. Extension courses and correspondence courses, conferences and meetings of professional associations, and community cultural activities are also recognized as contributing to professional growth; and teachers are encouraged to participate in them as well as in those activities which are definitely planned for the in-service education of elementary teachers in San Luis Obispo County.

Perhaps You Didn't Know It Either

By Dr. Ethel Percy Andrus, Glendale;
President, National Retired Teachers
Association

USUALLY a teacher is startled upon retirement to learn that his retirement salary is subject to income tax. He becomes dismayed—he may even become indignant—when he further learns that he is one of the forgotten 5% that is so treated.

That little pamphlet that we all studied before March 15 tells the story. It states in exact terms that all civil service and other pensions and annuities must be reported, but that social security and railroad retirement pensions should not be. The 60,000,000 social security workers and the 700,000 railroad employees have a prospective pension, totally tax free. But the teacher, the public servant and the annuitant must expect to report and be taxed, and upon retirement are.

This discrimination sounds unreasonable. Perhaps a moment's study of the method and extent of tax exemption might clarify the basis for it.

When the late President Roosevelt announced his social security plan, he pronounced it the most outstanding contribution of his administration. But neither his plan nor the law as passed by Congress made any provision for tax exemption on social security benefits. That came about through a ruling by the legal staff of the Treasury Department. Not by beneficent

planning, but by legal interpretation, was the vast army of America's workers granted prospective income tax exemption of retirement benefits, and the nation saved from the sorry sight of giving to the oldster with one hand and taking away with the other.

When Congress passed the Railroad Retirement Act, the exemption of \$1440 was written into the law. Then for the veterans, many of whom are already protected by social security, a tax exemption of \$1500 was provided.

With these retirement benefits, who are left? Only the public servant, the teacher, and the annuitant.

Is Congress aware of this discrimination? Yes, it realizes that it has come about through hit-or-miss legislation. So we are told that it is not a matter to be taken up in a hurry. Robert L. Doughton, Chairman of the Ways and Means Committee of the House of Representatives, will "not consider anything to reduce the revenue." But exemption was taken up in a hurry for social security workers, for railroad workers, and the veterans.

If Congress continues to ignore the situation, the public must come to understand that teachers claim only the same tax status that the public already had as they become pensioners. The weight of public opinion may tip the scales to remedy the injustice of discrimination.

We Are Challenged

This is one of the challenges and inequities that occasioned the founding of the National Retired Teachers Association, an organization of oldsters, young in organizational years, but wise in experience and dedicated in service. The NRTA is uniquely Californian. It was the officers of the California Retired Teachers Association who accepted the initiative of combining the various state organizations into one national group. To Dr. Arthur Corey goes much

(Please turn to Page 22)

The week-long, pre-opening of school conference serves as a "kick-off" for the in-service training program for the following year. Shown here is a consultant giving practical help to teachers at one of the many sessions of the conference.

Teachers attend workshops during the school year where they receive instruction in special techniques. They have opportunities to work with materials which will be used later in their own classrooms.



YOUR STATE DEPARTMENT OF EDUCATION

CLOSING THE VETERANS EDUCATION PROGRAMS

By Roy E. Simpson, Superintendent of Public Instruction

THE summer of 1951 will bring upon us one of the important dates limiting the opportunities available to veterans in the program of education and training offered under the terms of Public Law 346 as amended (the GI Bill of Rights). Most of the war veterans who were discharged from the services on or before July 25, 1947, will not be permitted under regulations of the Veterans Administration to start or resume education or training programs after July 25, 1951.

The termination date for all programs of veterans in this group, whether completed or not, is July 25, 1956. Most veterans who wish to continue programs started before July 25, 1951, must thereafter be enrolled in approved colleges or schools of their choice continuously if they wish to use their entitlement in completing their programs.

An exception in the case of teachers is allowed. Teachers who have initiated educational programs under their entitlement before July 25, 1951, may carry them on in successive summer sessions, provided they are employed during intervening school years in teaching, and provided their programs lead to a graduate degree. Interruption of either summer study or regular employment will mean forfeiture of any remaining entitlement.

The opportunity to begin or resume GI education and training programs this summer is open to all veterans who qualify, whether students, teachers, or persons at present not enrolled in any program. It is my opinion that this opportunity is so valuable that it is incumbent upon public school officials to assist in securing wide acquaintance with the facts concerning the 1951 deadline.

He Must Be Enrolled

The point that should be emphasized is that the eligible veteran, whether student, teacher, or other person, must be enrolled in the educational or training program of his choice during the coming summer, before July 25, 1951, or the opportunity will be lost to him. Additional information and counseling are available from county veterans' service officers, veterans' coordinators at colleges and universities, and from offices of the Veterans Administra-

tion. California veterans who are considering eventual use of their California Veterans entitlement under state law may also consult representatives of the Division of Educational Assistance, Department of Veterans Affairs.

Success Due to High Standards

The success of the GI education and training program in California is largely due to the high standards established by the State Board of Education in meeting its responsibilities as the state approval agency for schools offering programs for veterans. In executing the Board's policy in this field, the Bureau of Readjustment Education of the Department of Education has discharged a difficult assignment with efficiency and careful attention to the veterans' welfare.

AMONG the helpful services of the Bureau have been the annual publication of a List of California Educational Institutions Approved to Offer Training to Veterans; and an annual survey of veteran enrollment.

The enrollment survey based on data reported as of October 1, 1950, showed that the total enrollment in 155 institutions of higher education in California was 240,570. Of this total, 65,788 were veterans. And of the total veteran enrollment, 41,220 were enrolled under authority of Public Law 346 as amended. Out of the total enrollment (full-time and part-time) of 42,343, in private professional, semi-professional, and vocational trade schools, a total veteran enrollment of 26,449 was reported. Of the total veteran enrollment in this group, 23,495 were enrolled under authority of Public Law 346.

In addition, the Bureau reported

that 4,471 veterans were enrolled in institutional on-the-farm training.

The Bureau's authority to enforce the standards for approval adopted by the State Board of Education was clarified as the result of a hearing conducted before a hearing officer of the State Division of Administrative Procedure in San Francisco late in 1950. The question involved was failure of a school to comply with requirements for approval. Upon the Bureau's suspension of the school's approval, a hearing was requested. Submission of evidence required two months. The proposed decision by the hearing officer upheld the action of the Bureau in suspending the school's approval. The decision was adopted by the State Department of Education, and the Bureau then revoked the approval previously given to the school.

Reapplication Can Be Made

Under terms of the rules and regulations governing approval, it is possible for a school which has been removed from the approved list to apply subsequently for a new approval. Provided that it is able to demonstrate compliance with the standards required, it may be approved.

News from Washington, D. C., indicates that legislative proposals that would extend the limiting dates mentioned in this article for a two-year period have been introduced in the 82nd Congress. Whatever the Congress may decide, it is well for California students, teachers, and counselors to assume at present that the July 25, 1951, deadline will remain effective.

NORA L. PEARSON

MRS. Nora L. Pearson of Los Angeles is President of the CTA Southern Section Classroom Teachers Department. She also has served on the State Council of Education and on several important state committees.



Mrs. Nora L. Pearson

She is among the leading schoolwomen of Southern California and is known nationally.

Her portrait was not available when the group picture of the new CTA Section and Department officers was published in the

April 1951 issue of this magazine. — Ed.

ATTENTION! Teachers!

New Retirement Contribution Rates Effective July 1, 1951

SECTION 14307 of the State Teachers Retirement Law provides that there shall be actuarial investigations of the mortality, service, and other experience of members and beneficiaries "in not to exceed six-year periods."

Such an investigation into the experience during the period of July 1, 1944, to June 30, 1950, has just been completed and reported to the State Teachers Retirement Board.

Since a member's contributions are assumed to pay one-half the cost of the current service credit under the Retirement Annuity Fund, the table of contribution rates in a retirement system is based on the experience and findings of such a study.

1. The present study revealed that the
(Please turn to Page 26)

State Teachers Members Rates of Contribution in Percentage of Salary New Rates Effective July 1, 1951

Nearest age at date when first subject to Retirement Annuity Contributions	MEN		WOMEN	
	Present Rate*	New Rate	Present Rate*	New Rate
18.....	4.72	5.17	5.42	5.85
19.....	4.77	5.22	5.48	5.91
20.....	4.83	5.27	5.54	5.97
21.....	4.88	5.33	5.60	6.04
22.....	4.94	5.39	5.66	6.12
23.....	4.99	5.45	5.73	6.19
24.....	5.05	5.51	5.79	6.27
25.....	5.10	5.57	5.86	6.34
26.....	5.16	5.63	5.92	6.42
27.....	5.22	5.69	5.99	6.50
28.....	5.27	5.76	6.06	6.58
29.....	5.34	5.82	6.13	6.67
30.....	5.40	5.89	6.21	6.75
31.....	5.46	5.96	6.28	6.84
32.....	5.53	6.04	6.36	6.92
33.....	5.59	6.11	6.44	7.01
34.....	5.66	6.18	6.51	7.10
35.....	5.73	6.26	6.59	7.19
36.....	5.80	6.34	6.68	7.28
37.....	5.88	6.42	6.76	7.38
38.....	5.95	6.50	6.84	7.47
39.....	6.03	6.58	6.93	7.57
40.....	6.11	6.67	7.02	7.66
41.....	6.18	6.75	7.11	7.76
42.....	6.27	6.84	7.20	7.86
43.....	6.35	6.93	7.29	7.96
44.....	6.43	7.02	7.38	8.06
45.....	6.51	7.11	7.48	8.16
46.....	6.60	7.20	7.57	8.27
47.....	6.69	7.29	7.67	8.37
48.....	6.77	7.39	7.77	8.48
49.....	6.86	7.48	7.87	8.58
50.....	6.95	7.58	7.97	8.69
51.....	7.03	7.68	8.07	8.80
52.....	7.12	7.77	8.17	8.91
53.....	7.22	7.87	8.28	9.03
54.....	7.31	7.97	8.38	9.14
55.....	7.40	8.07	8.49	9.26
56.....	7.49	8.18	8.59	9.37
57.....	7.59	8.28	8.70	9.49
58.....	7.68	8.38	8.81	9.61
59 and over....	7.78	8.49	8.92	9.73

* Present rates are given for comparison only.



PARENT EDUCATION IS COMPELLING — NOT COMPULSORY

By Mrs. Robert Bogen, Los Angeles; State Chairman of Parent Education

WHAT a parent does to his children — the kind of attitude he takes and the experiences he consciously or unconsciously provides — profoundly affects the growth of those children. No one is born with a knowledge of the best ways of guiding a child. Such understanding is gained through a well-planned program of observation, study and demonstration.

"Yet parent education must offer more than an understanding of children, important as that is. Children do not grow up happy and well-adjusted unless the parents are serene and secure themselves. Therefore parent education, to be effective, must help parents gain insight into their own needs as well as into the needs of children. This type of education can begin even before the future parent finishes high school and can continue throughout adult life.

"It was for the purpose of educating parents — all parents, all over the nation — in the care and upbringing of their children that the National Congress of Parents and Teachers was founded fifty-four years ago. That purpose has been consistently re-emphasized in the parent-teacher program which gives parent and family life education a place in the forefront of PTA effort."

THESE words from the Manual of the National Congress of Parents and Teachers may be said to describe the parent education program in California. Although parent education activities take a variety of forms, the core of the program is still the original "study group" in which parents join together to discuss subjects related to the interests of children and family life. The study group itself is very flexible. Its membership, subject matter, and leadership obviously depend upon the size and character of the community, the needs of the parents and youth, and the leadership that is available.

Study programs which are initiated, promoted, and sponsored by parent teacher units are confined to subject matter which:

Three Areas Studied

1. Develops an understanding of the needs of children and youth by study of human growth and development at different age levels, education for family life in all its relationships, essentials of home-school relations.

2. Strengthens family relations by dignifying homemaking skills through study of homemaking and family life, consumer information, children's literature.

3. Emphasizes health education and practices by study of health, home nursing and first-aid, mental and social hygiene, and nutrition.

Leadership for such programs may be either "lay" or "credentialed." It is pertinent to note here that many of the credentialed teachers now working in the field of parent education started their careers as lay leaders of PTA discussion groups.

Great contrasts may be noted in the size of study groups in different parts of California. Some number as few as 8 or 10 interested parents; others attract 20 to 50 each week; at some lecture series or forums, attendance of 1,000 or 1,500 is not uncommon.

Radio Listeners

In addition to these groups which ordinarily meet at the school, there are numerous "radio-listening" groups which may gather at the home of one of its members. Since programs for "radio-listening" reach hundreds of PTA parents in rural and remote areas, the California Congress is presently sponsoring two radio-parent-education projects: "The Inquiring Parent" (transcriptions) geared to the parents of young and elementary school age children, and the "Parent Youth Forum" (tape recordings), planned for parents of teen-agers and for the teen-agers themselves. The "Inquiring Parent" series was made possible through a grant of funds from the Rosenberg Foundation. Most of the PTA districts in the state have either purchased or rented these programs to use for broadcasting over their local radio stations.

Each district maintains a parent education lending library, and parent education pamphlets and newsletters are distributed frequently to every unit in the Congress.

ONE of the finest outcomes of parent education participation is the development of new leaders for study group purposes. Special conferences and workshops are devoted to the task of training these leaders, and the

cooperation and guidance of the Bureau of Parent Education in the State Department of Education is especially helpful in this connection.

The California Congress of Parents and Teachers is always alert to the changing needs of its vast membership, and consistently strives to maintain a program of PARENT EDUCATION THAT IS COMPELLING — NOT COMPULSORY.

POMONA CONDUCTS PTA WORKSHOPS

By Virginia Covey and Robert Chapman, Curriculum Coordinators, Pomona City Schools

THE Superintendent and Curriculum Coordinators met with the PTA presidents and education chairmen during December and planned 5 workshop sessions for this group; to be held during the remainder of the school year 1950-51.

On a vote of this group it was decided that the sessions should be held in the fields of language arts, school guidance, instructional aids, special services and reporting to parents. It was agreed that each workshop would be held the Tuesday nearest the 15th of the month and last two hours.

In order to have the workshop offering demonstrate actual school practices, each planning committee was composed of classroom teachers and administrators. The elementary and secondary curriculum coordinators served as consultants and committee chairmen. Teachers are relieved of their regular class duties to participate.

In order to give opportunity for parents to gain insight into the total program all planning is developed on four levels — primary, upper grade, junior high, and high school. A bulletin of not more than 15 pages is prepared by the committee for each workshop and sent to participants one week before the meeting.

The PTA group cooperates by familiarizing themselves with the material prepared. This has made the project a tool of in-service training for staff members, as well as a means of actual participation by the parents in present-day school activities.

The workshops are being held in the Pomona Schools Curriculum Laboratory. For each program a complete visual display is prepared, pointing out how the area actually operates in the Pomona Schools. This calls for cooperation and participation of many different people throughout the system. The sessions start at 9:30 a.m. and close at 11:30 a.m. However, the laboratory is open at 8 a.m. and remains open as long as any of the group wish to stay.

These Are True Workshops

All workshops are scheduled for one period, but because of requests, the "Language Arts" workshop was planned for three periods. This included the original

workshop, class visitations — elementary and secondary — and a second meeting in the curriculum laboratory to discuss problems and answer questions.

The meetings are true workshops in that the members of the group always actively participate in the program. Socio-drama and dramatic play are both used in order to realistically portray present-day educational problems.

A kit of reading materials relative to each workshop is prepared for each member. Publications from the State and County Departments of Education, lesson plans used in our own system, sample tests, etc., as well as the complete minutes of the preceding workshop, are included in this material.

THE workshops entail a tremendous amount of time and work, but the in-service training is of great value. The working and planning together by the teachers and administrators is of particular benefit. Our PTA presidents and PTA educational chairmen now have a better understanding of the schools true program.

They are in a better position to act as liaison persons between the school and the parents within their organization, because they not only hear about the schools program and problems but are receiving first-hand experience.

HOME NURSING

Instructor Training Courses For Teachers

AN exceptional opportunity to be trained as Home-Nursing instructors for Civil Defense and other community needs will be available in June, at Mills College, Oakland, for qualified women in the teaching profession, it has been announced by the American National Red Cross.

The three Red Cross sponsored training series, comprising 5 days each, will begin at Mills College on June 11, June 18 and June 25. Enrollment and accommodations will be limited to 60 trainees during each of the consecutive sessions.

Purposes of the Home Nursing Instructor Training summer sessions are to train as many instructor-trainers as possible in a short time; to make training convenient for teachers and school nurses; to enable Red Cross Chapters to expedite advanced training of instructors who have already learned the preliminaries, and to meet requirements of schools planning to include Home Care of the Sick courses as a Civil Defense project.

Those qualified for admission include teachers employed by a school board and recommended by their school heads, and other women who have had teaching training and experience. Application should be made through local Red Cross chapters not later than May 15.

CLASS THEME

I HAVE told them to write, and all the room begins
To buzz with more than thought. The empty paper
Awaits the idle pens, eyes seek the windows
With the glorious play of the sun on the rusty leaves.
Outside all is light and the twitter of sound,
Inside is stillness and unawaking darkness.
The trucks trail by on the highway with endless footsteps...
The young faces break into bubbling smiles,
Then fade into silence, staring at blank pages.

By Allen E. Woodall, Teacher,
Stockton College.

A POMONA PTA WORKSHOP GROUP (LANGUAGE, ARTS) IN SESSION.

Photo by Pomona Progress-Bulletin.



AID FOR ALL PHASES OF TEACHING FOUND

How Newspaper Helps Both Teachers and Pupils.

The **Christian Science Monitor**, recognized as one of the leading newspapers of the day, is playing a vital role as an effective help to both teachers and pupils.

What They Say

The following excerpts, taken from remarks made about **The Christian Science Monitor** by California school teachers, point up its significance in modern-day education:

"I keep up professionally on new trends by reading the . . . education pages. . . ."

"It is difficult to see how a teacher or student of journalism . . . can perform to best advantage without reading **The Christian Science Monitor** . . . (where) you observe the highest standards of responsible journalism."

"We often use pictures and articles . . . for our scrapbooks on Social Studies."

"This newspaper has been an invaluable aid to me as student and teacher."

"I'm helped a great deal with everyday classroom problems by reading the articles by prominent educators. . . ."

". . . it offers new pictures and ideas which help youngsters interpret and understand situations they may not have been privileged to observe first hand."

Find Out For Yourself

These are just a few comments made in advertisements that have appeared in this publication during the past months. Now find out for yourself. For a special one-month get acquainted subscription to **The Christian Science Monitor**, send the coupon below. . . .

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PRESIDENT'S REPORT ON THE ASILOMAR CONFERENCE

ON April 13 and 14, the annual meeting of the California Student Teachers Association Executive Council was held at Asilomar. Over 100 members, representing 26 of the 32 chapters, met to culminate their year of activities.

Friday Morning Session:

The conference began with a business meeting consisting of: Roll-call; introduction of new and outgoing state officers; chapter reports and introduction of sponsors; review of the day's activities; assignment of committee locations and introduction of committee chairmen.

The following committees met and discussed the work of the day: By-laws, Ethics, Teacher Education and Professional Standards, Vocational Guidance, and International Relations.

Afternoon Session

The members of the above committees reconvened for completion of the committee work.

Committee discussions terminated, with all members meeting for a general session. At this time the committee reports were read and action was taken concerning the recommendations of the five committees.

Some highlights of the committee work completed this year are listed below. A complete summary of this year's activities will be listed in the minutes of this final meeting.

By-Laws

This group handled a very difficult assignment—the revision of the By-laws. The excellent work of this group has strengthened the structure of the CSTA by making its By-laws sound and flexible. This is the first revision of the By-laws since CSTA was first organized in 1937.

Some of the By-law changes are:

A revision of the apportionment of membership in the Executive Council allowed according to chapter membership.

Establishment of an Executive Board of the Executive Council, composed of the State Officers, State Sponsor and one member at large, to be elected by the

membership of the Executive Council at its annual meeting. Duties and powers of this board were outlined.

Clarification of representatives to the Executive Council and their duties.

Rules concerning ratification of amendments and by-law changes.

Ethics

This committee discussed areas of professional ethics concerning both the pre-service and in-service teacher. They recommended establishment of a Professional Relations committee for each chapter and further study of Ethics by this committee.

Vocational Guidance

This group discussed the preparation of a bulletin, called "Teaching—An Investment in the Future." A table of contents, material to be used, as well as suggestions concerning illustrations, editing, presentation and distribution, was outlined by this committee.

Teacher Education and Professional Standards

Discussions and recommendations were made concerning the following subjects:

Questionnaires on the improvement of professional courses and evaluation of the teacher-training program.

The varied aspects of conversion of prospective and in-service teachers from the secondary field to the elementary field.

International Relations

Suggestions for research projects to be undertaken by individual chapters, designed to provide source material for International Relations activities are the following:

A booklist on publications recommended for teacher use.

A list of agencies available in providing opportunities for correspondence in foreign countries at all educational levels.

A list of recommended sources of and uses for audio-visual material.

A list of foreign exchange teachers in California and recommended speakers on International Relations.

These committees have worked with diligence, cooperation and excellent judgment on the problems that lay before them during the year. Although representing various sections of the state, large and small colleges, degrees of past educational experiences and

training, they have been able to resolve their ideas harmoniously and efficiently. They are to be commended for a job well done.

OUR growth in the past years has been gradual, but continuous. The progress made is a direct reflection of the hard work and splendid cooperation of the Chapter Sponsors and especially of our State Sponsor. I would like to express my sincere thanks to these people, as well as to our state officers, for all the help and encouragement they have given to our organization.

John Clark
State President CSTA.



CTA LOCAL CLUB CHAPTERS

TWO hundred and eighteen teachers clubs are now affiliated chapters of California Teachers Association, under charters issued by the CTA State Board of Directors. The Board, at its meeting of April 13, issued the following charters. Listings of the previous 203 chapters were published in former issues of this magazine.

204. Secondary Teachers Association of Fullerton.
205. Turlock Elementary Teachers Association.
206. San Pablo Teachers Association.
207. Los Altos Teachers Association.
208. Los Gatos Union Elementary School District Teachers Association.
209. Antioch Education Association.
210. Orinda Teachers Organization.
211. Mill Valley Teachers Association.
212. Association of Santa Rosa Elementary Teachers.
213. Visalia High School Teachers Club.
214. Lakeside-Panama-Buena Vista Teachers Club.
215. Fresno Teachers Association.
216. Atascadero Elementary Teachers Association.
217. Placer County Teachers Association.
218. Siskiyou County Secondary Teachers Association.

ADMINISTRATIVE WOMEN

AMONG the objectives of the National Council of Administrative Women in Education, a department of the NEA, are: the protection and strengthening of the professional relations of administrative women in educational work, the maintaining of high professional standards and the encouragement of women to be more alert in using their abilities for executive work in educational administration.

Membership records and dues are han-

LISTEN



...and you can hear a nation growing stronger

LISTEN to the humming of the tracks, as the trains approach. Today, the greatest railroad network in the world is busy carrying the vast bulk of all the things needed to rearm America.

LISTEN to the far-off whistle of a train as it speeds across a sleeping countryside. Round the clock, through fair weather and foul, 30,000 trains a day connect city with city... link farm and mine with furnace and factory, army camp and seaport.

LISTEN to the rhythmic thunder of the freight cars... the mighty roar of the locomotives. A billion-dollar-a-year railroad improvement program—with new locomotives and cars, new shops and terminals, improved tracks and signals—is helping today's average freight train carry *more* freight and carry it *faster* than ever before.

LISTEN to the sounds of the railroad. They tell you our country is growing stronger—every day!

Association of American Railroads

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dled at NEA headquarters by Harriett M. Chase, secretary of the department. At the meeting in Atlantic City on February 21, the Constitution and Bylaws were amended; individual membership dues were increased to \$2 and branch dues to \$1. Checks for dues should be made out to NCAWE and mailed to NEA headquarters.

FRESNO TEACHERS PARTY

Surprise Family Reunion for City Superintendent Kratt Arranged By Teachers

SUPERINTENDENT Edwin C. Kratt of the Fresno City Schools got a double-barreled surprise recently when the teachers in the Raisin City put on a skit of his life and used the administrator's four brothers, gathered secretly from different parts of the nation, as the principal members of the cast.

Superintendent Kratt had been invited to what he thought would be an ordinary St. Patrick's Day party arranged by the Fresno Teachers Association. The superintendent and Mrs. Kratt were seated comfortably in the cafeteria of Roosevelt High School, the setting for the party, when things started.

The show, which started with the skit, arrived at a climax when, one by one, the four brothers, who seemed to have collected mysteriously, paraded on the stage before the startled educator.

The appearance of the first brother brought the administrator to the edge of his seat. Then as the second, third and fourth brothers appeared, Superintendent Kratt rose to his feet and, with a perplexed but happy smile, exclaimed:

"I'll be flabbergasted!"

The brothers stepped through the back-drop and walked down the aisle between the tables to be welcomed by the Fresnan.

In the conversation that followed, Superintendent Kratt learned that the brothers, in connivance with the teachers association, had planned the reunion without giving the Fresno Kratt any hint about it. The reunion was the first one that the five Kratts had had in 10 years.

Two of the brothers, in addition to the Fresno administrator, are educators. They are William, president of Menlo College in Menlo Park, and Theodore, dean of University of Oregon's school of music.

The other brothers are Walter, colonel in the United States Army, stationed in Portland, and Emil, executive vice-president of J. A. Jones Construction Company in Charlotte, North Carolina.

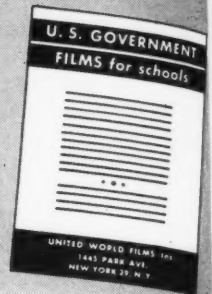
More than 400 teachers and friends of the popular Fresno superintendent, including the members of the Fresno City Board of Education, attended the party in Mr. Kratt's honor.

The script for the skit was written by Mrs. Elizabeth Bruce Kircher, a dramatics instructor in Roosevelt High School. In the narration was a tribute to Mr. Kratt as the youngest man with the longest term as superintendent of schools in any city in California of comparable size to Fresno.

The skit started with the marriage of the administrator's parents and the establishment of the early family home in Portland. Blended into the program were the songs and amusements of that time and an account

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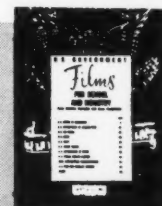
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1445 Park Ave., New York 29, N. Y.

of the family's "lavish" existence on a Baptist minister's salary.

The initial incident in the superintendent's life was marked by a purported recording of his first wail at the time of his birth in 1902. Other events portrayed in rapid succession in the life of Mr. Kratt were: A broken left arm, an incident when he was run over by an automobile, schooling, marriage, a first trip to Fresno, appointment as the vice-principal of Fresno High School in 1929, and selection in 1944 as superintendent of Fresno City Schools.

Mrs. Hazel Blanchard, president of Fresno Teachers Association, presided.

The brothers formed a happy circle with arms stretched about each other's shoulders. There was a friendly dispute over a family golf trophy which the other brothers maintained the Fresno had held too long. There were pleasant reminiscences and recollections.

FRESNO school officials declared the party was a fitting tribute to Superintendent Kratt, who has guided the Fresno school system through a period of rapid growth and expansion.

The official, during his eight years as superintendent, has helped plan two successful school bond drives, the first in 1947 for \$4,500,000 and the second in 1950 for \$9,925,000. After the polls closed he rolled up his sleeves and with undiminished energy, went to work with his staff members to help plan and carry out the building programs sanctioned by the voters.

By the summer of 1950, virtually all the buildings provided by the bond election of 1947 were completed and in use. With the same energy he used to push the first building program to completion, Mr. Kratt today is working on building plans for new schools provided by the later ballot.

Since Mr. Kratt, who is very humble

about his achievements, took over the helm for the Fresno schools in 1944, the enrollment has grown from 14,755 to more than 20,000. Through foresight on the part of the administrator and his board of education, this increase in school population was anticipated by the purchase of school sites in various areas before the districts became dense with homes.

School officials who know Mr. Kratt best say that much of his success may be credited to his firm belief in the principles of democracy.

When he felt the need for more school buildings for Fresno's rapidly growing school population, he called civic leaders of Fresno to a meeting and explained this need to them. They were convinced and joined to help put over the bond elections, which carried by overwhelming votes.

Mr. Kratt follows the same democratic principles in administering the educational program. Teachers, functioning on curriculum committees, put in many extra-curricular hours planning improvements in the city's courses-of-study.

Each year a specific phase of the school program is emphasized in workshop programs, institutes and meetings of teachers. Last year it was Arithmetic. This year it is Science.

The same democratic procedures are encouraged in the schools insofar as the students are concerned. The Fresno superintendent thinks students should learn that rights mean responsibilities. These responsibilities are stressed in all phases of student government.

Probably nothing is more characteristic of the challenge Mr. Kratt gives his staff than his frequent remark after delegating some educational problem to one of his teachers:

"I gave the job to Henry to handle. Let's see what he does with it."

The Kratt Reunion at the Fresno City Teachers surprise party for their Superintendent. Left to right: William, Mrs. William Kratt, Theodore, Edwin, Mrs. Edwin Kratt, Emil, Mrs. Walter Kratt, Walter.



ACACIA MUTUAL RECOMMENDED



From the Nation's Capital, Acacia Mutual extends a superior service to members of professional groups in their needs for personal Social Security as well as Family Security.

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1. Acacia was chartered by ACT OF CONGRESS in 1869 as an organization that "shall forever be conducted for the mutual benefit of its policyholders and NOT for PROFIT."
2. Acacia is older and larger than 95% of all the life insurance companies in the United States. Insurance in force, over One Billion Dollars.
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15 Free Scholarships—July 1 is the closing date for applications for the 15 scholarships of \$300 each, awarded by the Grand Chapter of California, Order of the Eastern Star, to needy deserving students who are about to enter college or university.

For full details address the chairman of the scholarship committee, D. Ray Shaffer, 5250 Leghorn Street, Van Nuys. Application blanks may be had by writing to the Grand Secretary, 633 Phelan Building, San Francisco 2.

Future Business Leaders of America in California held their second annual state convention, April 28, at Rosemead High School, Los Angeles County; several hundred students and instructors, leading business educators and business men were in attendance. The first convention, 1950, was held at El Camino College. FBLA now has 475 chapters throughout the nation, with 26 in California. Public high schools, junior colleges, and colleges are eligible to form chapters. For further information address Barbara A. Canning, State Secretary, FBLA, c/o Mrs. Helen D. Hill, sponsor, Rosemead High School, Rosemead.

Dr. John A. Sexson of Pasadena, nationally known educator and already the recipient of many honors in his field, has recently been honored again by the renaming, as the John A. Sexson Junior High School, by the board of education of the junior high school which he established when he was superintendent of the Sterling, Colorado, Public Schools, 1912-24. In Pasadena his name is perpetuated in the John Amherst Sexson Auditorium in the Pasadena City College.

California Historical Society—Officers for the current year, recently chosen, comprise Aubrey Drury, president; Joseph R. Knowland, 1st vice-president; Porter Seanon, 2nd vice-president; Francis R. Farquhar, 3rd vice-president; Warren R. Howell, secretary; George L. Harding, treasurer. Headquarters are at 456 McAllister Street, San Francisco. Many California schoolpeople are actively interested in the work of this highly important California group.

Retired Teachers

(Continued from Page 14)

credit for his faith in the need as well as in the ability of the organizing officers to carry on.

IT is a matter of gratification that the NEA is honoring the NRTA at the 1951 Convention in San Francisco by conferring upon it NEA Departmental status. The NRTA is holding its second annual convention at the same time and place. It is the hope that California will lead the other states in individual memberships. At present writing New York state is in the lead.

NRTA needs all the affiliated strength that it can muster in its campaign to liberalize retirement benefits. It urges every teacher, especially those about to retire, to join the NRTA. Dues of \$1 gives alike the privileges of membership and four issues of the NRTA Quarterly.

Information concerning the NRTA can be had by addressing Leslie Fowler, Regional Director, 2740 Coast Boulevard South, Laguna Beach, or better still by attending the Convention in San Francisco July 1-6. You may meet old friends and you will find a hearty welcome.

DIANETICS FOR TEACHERS

A SPECIAL TWO-WEEK
SUMMER VACATION COURSE

First Week

MONDAY: Dianetics and Child Dianetics

TUESDAY: Affinity, Reality and Communication

WEDNESDAY: The Tone Scale: Pathway to Understanding of Personality, Attitude and Behavior

THURSDAY: Grief: The Great Suppressor

FRIDAY: Pleasure: Tuning Up a Child's Perceptics

Second Week

MONDAY: Straight Memory: Opening up the Past

TUESDAY: Dianetics versus Suggestion

WEDNESDAY: Preventive Dianetics and Dianetic Assists

THURSDAY: Answers to Written Questions

FRIDAY: Educational Dianetics

Completion of the above course leads to a special course-completion certificate.

The above course will be repeated 8 times during the summer vacation period. There will be four morning courses and four afternoon courses, beginning on following dates (Mondays): July 9, 23; August 6, 20. Morning classes are from 8 A.M. to noon; afternoon classes: 1:30 to 5:30.

Co-auditing training is available evenings at lower rates if taken with above course (5 evenings a week for two weeks). This course can be taken separately. It includes lectures and supervised co-auditing.

For further information, tuition, etc., write:

Teacher's Summer Course
**THE HUBBARD DIANETIC
RESEARCH FOUNDATION**

P.O. Box 9024
Los Angeles 5, California

Conference on Education for Later Childhood—The University of California at Los Angeles and the California State Department of Education are sponsoring a conference to study the needs of children from 8-12 years of age, sometimes called the "forgotten years of childhood," at the University of California at Los Angeles, June 18-July 13.

Mrs. Afton Nance, Consultant in Elementary Education, California State Department of Education, will direct the activities of the Conference.

San Diego State College announces the second in a series of Guidance Workshops operating under a grant from the Rosenberg Foundation. The 1951 Workshop, scheduled for two class periods each day during the 6-week session, June 18 to July 27, will be under the leadership of Dr. C. Gilbert Wrenn, professor of educational psychology and guidance at University of Minnesota, and president of the division of counseling and guidance of American Psychological Association.

Inquiries should be sent to Dr. Clayton Gjerde, director of pupil personnel workshop, San Diego State College, San Diego 15.

Training for School Librarians—San Jose State College offers each summer 6 courses for the training of school librarians: 3 basic courses, Reference, Cataloging and the School Library, are given every summer. Other courses are rotated in such a manner as to enable students to complete the year course in 4 consecutive summers. For further details write to the Department of Librarianship, San Jose State College.—Dora Smith, Head, Department of Librarianship.

A special phase of reading, "Mass Communication," will be highlighted in the 19th annual Claremont College Reading Conference held on the Scripps College Campus July 9-13, under sponsorship of Claremont College and Alpha Iota Chapter of Pi Lambda Theta, national education sorority. The Claremont Conference, oldest among the reading conferences in this country, is nationally known for its sponsorship of broad and inclusive treatments of the reading process. For detailed information write to Dr. Peter L. Spencer, Harper Hall, Claremont.

University of Southern California will hold three one-day **School Administration-Supervision Conferences**,—July 13, 20, 27; open without charge to all school administrators and other educators, according to announcement by Dr. Osman R. Hull, dean of the School of Education. The sessions, in Hancock Auditorium, begin at 9:30 and continue through the luncheon meetings in the Student Union. Luncheon reservations must be made with Dr. Edward H. LaFranchi, chairman of the conference committee.

Public Relations for Teachers is a new course now being offered for Los Angeles school personnel by John H. McCoy, nationally-known public relations official connected with The Fluor Corporation. Believed to be the first of its kind in Southern California, the class meets at East Los Angeles Junior College and carries two units of college credit in addition to salary points for city teachers. Mr. McCoy formerly served as assistant to the president at Occidental College and is the author of *A Calendar of Campus Activities*, published in several editions during recent years.

19th ANNUAL INSTITUTE OF NATURE STUDY AND CONSERVATION, 1951

July 30 - August 11, inclusive, at Santa Barbara

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in cooperation with

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and SANTA BARBARA BOTANIC GARDEN

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ELEMENTARY SCIENCE METHODS
CONSERVATION OF NATURAL RESOURCES

Faculty will include specialists in field natural science, teaching techniques, and conservation. Plan now to study this summer in the matchless laboratory setting afforded by Santa Barbara and its environs. For application blanks and additional information write to:

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CALIFORNIA SCHOOL OF FINE ARTS
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**National University of Mexico
Summer School**

William Jones Ingram, a Los Angeles high school teacher, is planning two teacher tours to Mexico this summer. One group will study at the University for six weeks with sightseeing trips of 2-4 days, each week-end, while the other tour is strictly a 4-week pleasure tour with no study. Each tour is an all-expense tour, including round-trip transportation to Mexico City from Los Angeles, going by plane from Tijuana to Mexico City; hotels, meals, baggage transfers, sightseeing; University tuition, board and room for the University group. Write to Mr. Ingram for details and tour folder. 336 South Normandie, Los Angeles 5; phone DUnkirk 7-6351.



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THE Banff ROUTE EAST

QUEEN FOR A DAY

The unselfishness of an elementary school teacher who thought only of her children won the "Queen for a Day" title for Mrs. Thomas (Reba) Rew of the Lennox school district and president of the Lennox Teachers Club (Los Angeles County, Inglewood P.O.), on station KHJ on a special coast-to-coast "Schoolteacher Queen" show.

When asked what her one wish would be if elected by her peers in the audience, she stated she wanted some musical instrument



Mrs. Reba Rew, Queen

for her 6-year-old pupil, Loretta Lewis, of Lennox. The child is reportedly slowly going blind and it is hoped that she may be able to learn some instrument before that occurs. Meanwhile, she is undergoing treatment in the faint hope of correcting the trouble.

The little girl will be given an accordion, complete with instruction in its use. And for her noble gesture, the "Teacher Queen" also received gifts. She is photographed with Jack Bailey, master of ceremonies of "Queen for a Day."

NORTHERN SECTION NEWS

THE Northern Section is planning to hold its Leadership Training Conference at the same place and time as last year; Manzanita Lake Lodge, in Mt. Lassen Park, September 21-23. The committee, with Ruth Lemm, of Riverside School, Sacramento, as chairman, is busy making plans for a meeting that should be as inspiring and as successful as the one held last year. It is hoped that each local will send several of its leaders to this conference. Plans should be made this spring, as the conference will come very shortly after most schools open.

The NEA Department of Rural Education announces the appointment of our State Director for 1951, — B. O. Wilson of Martinez, a well known leader in Education. He has been County Superintendent of Contra Costa schools for some years. This should be of special interest to the Northern Section, because we have so many rural schools. If you wish the help of the National Education Association in solving some of your problems, just write to Mr.

Wilson, and he will be glad to help you. Many teachers fail to realize that the NEA is here to help them solve their problems, and is anxious to do so.

President Linn and Classroom Teacher President Elizabeth Yank attended the Southwestern Regional Conference of the Classroom Teachers at Denver, March 16 and 17. The theme of the Conference was "How to bring the Conference Home." Miss Yank reported on "How to Present the NEA." President Linn reported on the World Organization of the Teaching Profession conference at Ottawa. He was also one of the Consultants at the Section meeting on International Relations. — R. W. Everett, Executive-Secretary.

**CCAC
45th SUMMER SESSION
July 2-August 10**

A pleasant and enriching six weeks of the 1951 Summer are in store for you at the California College of Arts and Crafts. The cool, invigorating climate, the refreshing environment, and the abundant activity contribute to your enjoyment while pursuing interesting projects in the arts and crafts.

THE COLLEGE

The California College of Arts and Crafts overlooks the San Francisco Bay and the Golden Gate to the west. The college has fifteen buildings separated by beautiful gardens and shaded courts which provide an unusual vacation-like atmosphere.

Two courses for those interested in the elementary field are Puppetry and Public School Art for Teachers. Both of these courses are designed to help teachers add many new techniques and exciting ideas to their art programs.

The various Summer Session courses, which have been carefully planned to provide creative, sound, and thorough instruction, are conducted in twenty-five well equipped studios. The services of an extensive Art Reference Library and visual aid center, a cafeteria, Student Union, and a student supply shop are available to the students.

THE CURRICULA

The California College of Arts and Crafts has the distinction of being the only accredited arts and crafts institution for men and women in the West. It provides a unique program featuring an integration of art, crafts, design, and theory. The College offers four degrees: Bachelors of Art Education, Fine Arts, Applied Arts, and Master of Fine Arts. It also offers three and four year certificates.

The work for the Master of Fine Arts degree may be carried on entirely in Summer Sessions. Full details may be obtained by writing to the College for the Summer Session Bulletin.

Write for Descriptive Bulletin

**CALIFORNIA COLLEGE
OF ARTS AND CRAFTS**
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NEA Standard School Broadcast Demonstration

STANDARD Oil Company of California is planning to present a demonstration broadcast of the Standard Hour for the NEA in San Francisco on July 3. The Standard Symphony Orchestra of San Francisco, conducted by Carmen Dragon, will feature music based on the forthcoming 1951-52 series of Standard School Broadcasts, "Musical Portraits of Famous Americans."

The Standard Hour, now in its 24th year, is heard every Sunday evening in an hour-long concert released on radio stations in California and other Western states. The Standard School Broadcast series, a course in music enjoyment, is released for classroom listening during the year.

COLLEGE OF THE PACIFIC 1851 1951



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SUMMER 1951

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(New York to New York)

R.M.S. Mauretania to LeHavre, return from London by air. Train and charter bus travel through 10 western European and Scandinavian countries—principal cities, the famed scenic areas, festivals, Stratford-on-Avon Theatre. Tour conducted by Dr. Lloyd M. Berthoff, Dean of the College.

ALASKA

Two Tours

June 15-July 4 Aug. 17-Sept. 5

(Seattle to Seattle)

One way by air and one way by ship through the gorgeous inside passage, Mendenhall Glacier, Tanana River, McKinley National Park, Seward, Anchorage, Fairbanks and many other points. First trip conducted by Jesse R. Rudkin, assistant to the president. Second trip conducted by Pacific president Dr. Robert E. Burns.

One-day tours during summer sessions on the Stockton campus—launch cruises through the San Joaquin delta, and bus trips to the Mother Lode Ghost Towns and the old Fallon House Theatre.

All major Pacific tours yield college credit if desired



Write

ELLIOTT J. TAYLOR, Director of Tours
COLLEGE OF THE PACIFIC
Stockton 4, California

California School of Fine Arts announces an unusual opportunity for art instructors wishing to spend an eventful six weeks in the Bay area this summer. Ernest Mundt, director of the school, has arranged a special teacher program, the Art Education Workshop, July 2 to August 10. This program will consist of coordinated lectures, experiments and discussions designed to clarify problems confronting the art instructor at the primary and secondary levels.

Two credit units are offered for this special program, but teachers may combine the Art Education Workshop with other courses of their choice to receive a total of six units for the session.

Full details will be sent upon request to CSFA, 800 Chestnut Street, San Francisco 11.

Victor G. Binsacca of San Mateo, president of the San Mateo County Teachers Association and recently elected a delegate to the CTA State Council of Education, has also been elected to the City Council of San Mateo, winning by a margin of 1,600 votes in a field of 7 competitive candidates. The San Mateo Times, in its issue of March 28, carried a lengthy editorial praising Mr. Binsacca's splendid record of civic and professional service.

A summer workshop for auto mechanics teachers will be held July 30 to August 10, at the west campus of Contra Costa Junior College in Richmond. California Industrial Education Association and the Bureau of Trade and Industrial Education, State Department of Education, have worked with General Motors Corporation to bring to California a two-weeks workshop training program on the most recent developments in the automotive field.

All public school teachers of auto mechanics are eligible to apply for enrollment. The class will be limited to 30 members. Application blanks are being sent by the junior college to administrators and auto-shop teachers throughout the state.

NEA FRIENDSHIP NIGHT

This night, July 5, is the gala and festive occasion of the NEA Convention. This night is for greetings, dancing and entertainment. The decorations will be breathtaking and develop the theme of "Tropical Nights." Everyone is invited to attend this glorious affair at the Palace Hotel on Thursday night, July 5, from 9:30 p.m. to 1:00 a.m.; informal.—Mary J. Sweeney, chairman, and Genevieve Jordan, co-chairman.

National Council of Administrative Women in Education Luncheon:

Place: Sir Francis Drake Hotel.
Date: Tuesday, July 3.
Time: Twelve o'clock noon.
Price: Three dollars.
Reservations: Mary J. Sweeney, 1901-21st Avenue, San Francisco.

Women in Education are making important contributions to education through their work as leaders in professional organizations. Their programs are designed to help women to promote equality of opportunity, improve their qualifications and render specific services to their members and education.

The Los Angeles Chapter has become an extremely lively group of Administrative Women with the objectives to strengthen professional relations and to encourage women to be more competent. This chapter meets four times a year and is proud to say that everyone is present.

NEA Breakfast for members and guests of Delta Kappa Gamma, national honorary organization of women in Education:

Time — 8-10 a.m.

Date — Monday, July 2.

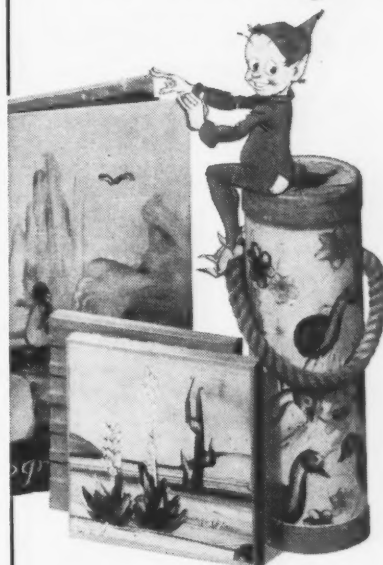
Place — Concert Room, Palace Hotel, San Francisco.

Speaker — Mrs. Gladys Potter, National President, ASCD.

Special Guest — Mrs. Eunah Holden, National President, DKG.

Reservations—\$3; send check or money order to Mrs. Persis H. Cowan, President, Chi State, DKG, Mills College, Oakland. Your ticket will be held at NEA Convention headquarters.—(Mrs.) Persis H. Cowan, Chi State President, Delta Kappa Gamma.

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out of nothing



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Old cereal cartons, lampshades, waste-paper baskets, albums and wooden mixing bowls may be decorated with Shaw Finger-Paint. Give unfinished wood a thin coat of shellac before applying the paint which has been rubbed smooth on a table top. Finger-Painted papers stretch when paste is spread on the reverse side. Measure craft surface, then cut paper a trifle smaller before pasting. For binding, paper should be larger than the surface of the craft.

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LEARNING RUSSIAN

FOR the past semester we have, upon request of the United States Marine Corps, presented two classes of the Russian language. The courses consist of beginning and intermediate conversational Russian. For the past 3 months we have had an average attendance in each class of 75 persons.

The instructors of these two courses are Aaron Kaufman, a teacher of music in the city of San Diego, who was born and educated in Russia; and Jesse Smith, an instructor in a private military academy here in Oceanside. He received his training in Russian here and abroad as an officer in the United States Army; in his later years with the Army, he was an interpreter.

At the end of the semester June 1, additional courses in advanced Russian will be presented to the students who may wish to continue with this study. The Marine Corps is particularly anxious that a large group of its military personnel have at least a fundamental grasp of the difficult Russian language. — C. R. Ingils, Principal, Oceanside-Carlsbad Adult Evening School.

A new development in summer music camps will be set up at the Idyllwild School of Music and the Arts at Idyllwild, Riverside County, this summer. The Hemet High School District will present a fully accredited program of work in music, art and academic subjects at Idyllwild over a 6-weeks period beginning June 25. This new credit program will make it possible

for high school instrumentalists and vocalists to accelerate their high school program by a semester or a year and thus get in a year of college before being drafted.

At the same time the Idyllwild School of Music and the Arts will offer a fine symphony orchestra, chorus and ensemble experience under outstanding conductors, and a healthy, outdoor camping experience. The programs of the two schools have been planned so that they complement each other, although each will be independent sessions.

The Idyllwild program will be under the direction of Max Kroné, with Myron Green as director of the high school program. Inquiries should be mailed to Idyllwild School of Music and the Arts, Idyllwild (Riverside County), California.

"SOMEONE CARES ABOUT TEACHER"

THE organization known as "TNIS" or Teachers National Information-Service Bureau publishes a series of bulletins containing specific information of interest to the teaching profession. From the 100 or more bulletins now available, a teacher can locate employment or certification information for any state or U. S. possession, obtain the names of all teachers agencies and placement bureaus, and find news of summer schools, tours, or places to spend a relaxing week-end or vacation. For complete details write to the Bureau at P.O. Box 388, Athol, Massachusetts.

NEW RETIREMENT RATES

(Continued from Page 16)

number of actual deaths of retired members, both men and women, ran below the expected deaths for the six-year period as assumed from the experience of the system in 1944 when present rates were set up. This means that retired members live longer than was assumed, and that their annuities are costing more than anticipated.

2. The interest rate used, $2\frac{1}{2}\%$ compounded annually, was indicated as conservative and proper. It was not necessary to recommend any change in this item.

3. Another factor influencing teacher contribution rates is the average aggregate salaries at the different ages. Since 1944, these aggregate salaries have increased, although controlled to a degree by the \$5000 per year maximum.

Because of these facts as revealed by the investigation, the State Retirement Board on April 7, 1951, adopted a new schedule of member contribution rates, to meet the member's portion of the increased cost. These rates are approximately 9% higher than the present rates for both men and women. The contributions to the Permanent Fund (\$60 per year) remain the same.

The State of California automatically will pay higher costs as benefits are paid during the longer lives of retired persons.

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LIBRARY SUPPLIES

NEW BOOKS AND AUDIO-VISUAL AIDS

Major Interests in Rural Education and The Challenge of Rural Education are the titles of 2 important and excellent leaflets of interest to all California rural teachers; issued by NEA Department of Rural Education, 1201 Sixteenth Street, NW, Washington 6, DC; Howard A. Dawson is executive secretary of the department. B. O. Wilson of Martinez, superintendent of Contra Costa County schools, is vice-president of the department and is the California state director for the current year.

FOUR NEW FILMS

These films are 16 mm sound, black-and-white, "classroom-tested," and may be obtained from local distributors. For those you are unable to locate, write to this magazine and your letter will be forwarded to the producer.

The Monarch Butterfly Story (10 min. color) Encyclopaedia Britannica Films. Accurate scientific data, precise photography, and artistic handling combine in a moving drama the episodes of complete metamorphosis, with the showy Monarch as the example. Vocabulary for high school level goes beyond the picture sequences which tell the story with equal effectiveness to the kindergarten. The film gives a comprehensive factual story, including many observations new to many adults while it refreshes appreciation for one of nature's most fascinating mysteries.

Wonders in Your Own Back Yard; Wonders in a Country Stream (10 min. each, color also) Churchill-Wexler Films. Your children discover the fun of using their own sharp eyes when they follow a boy and girl exploring in these two films. In **Your Own Back Yard** find an earthworm hiding from the light and eating its way into the moist earth, a spider (we never touch them) and its egg sack swinging on a web, a tiny millipede under the leaves, the rolled-up pill-bug and its cousin, the sow bug as big as a baked bean, and the house-moving snail with its eyes on adjustable stalks.

In the **Country Stream** look closely for wee fish, insects walking on water, a tiny garter snake and a damselfly nearby, the caddis-fly nymph in its house of sand and bark (if he didn't move you wouldn't see him), a baby snapping turtle (let's see his undershell and put him back), a newt, and a tadpole that becomes a little tree frog. We see the newt and the frog in all the changes from egg to adult pictured and explained simply.

Both films are well-paced and excellently narrated, arouse curiosity and direct participation, impel new learning adventures and right attitudes. These films' admirable presentation for young children in no way limits their use for older groups.

Beginning of Responsibility: Taking Care of Things (10 min. color also) Coronet Films. This encouraging answer to Every-adult's plea, "Do put away your things!" appeals to Everychild's desire to be "grown-up." Persuasively shows how and why you have more fun for yourself and your friends



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when you prevent accident and damage if you keep each thing in its place, use things as they are supposed to be used, and clean up after fun with messy things. Parents and teachers find guidance suggestions when they see this film along with their preschool and elementary school children.

Literature Appreciation: English Lyrics (10 min. color also) Coronet Films. Illustrates and defines lyrical English poetry by comparison with narrative and dramatic forms, sketching influence of romanticist, symbolist, and expressionist movements. Static material is skillfully handled, showing scenes of the actual countryside while quoting from writings by Shakespeare, Housman, Moore, Browning, Tennyson, Shelley, Keats, and Wordsworth. Gray's "Elegy" and Arnold's "Dover Beach" are given more lengthy pictorial interpretation appealing to high school and adult education,

the film emphasizes relation of impression and expression to show that "inspirations of lyric poetry are as varied as life itself."

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Man's Story, World History in Its Geographic Setting, by Wallbank, is an outstanding big new textbook, 768 pages, profusely illustrated, 8 x 10 1/4 inches, with many important aids for teaching and learning. Almost a quarter of its space is in pictures, maps, cartoons, and charts; with each unit is a specific section on the geographic setting. A basic philosophy of moderation and tolerance pervades the book. Scott, Foresman and Company, the publishers, merit hearty congratulations upon bringing out this remarkable new text in the best modern style; price \$3.76. Address the firm at 186 Waverly Drive, Pasadena 2, or 533 Mission Street, San Francisco 5.

Before We Spell (Grade 1) and **We Spell and Write** (Grades 2 and 3) now appear in attractive 1951 editions entirely new and rewritten. This praiseworthy series of 3 illustrated texts, teaching and workbooks, is issued by McCormick-Mathers Publishing Co., Wichita, Kansas; prices, Grade 1, 36c; Grade 2, 40c; Grade 3, 40c.

Methods of Vocational Guidance, by Forrester, published by D. C. Heath and Company, now appears in a fine new revised and enlarged edition of 473 pages, price \$4.25. Replete with practical suggestions for teachers of all high school subjects, the book has a new collection of classroom-proven techniques for making functional a guidance program. For descriptive leaflet, address the company at 182 Second Street, San Francisco 5.

BOOKS TO READ, OLD AND NEW

By Laura B. Everett, Berry Creek

THE Second St. Nicholas Anthology, edited by Henry Steele Commager. The children of yesteryear will surely welcome this revival of an old favorite, and enjoy showing to their children the stories they used to read. One interesting feature is reproduced in the "St. Nicholas League." Contributions from young readers were a special feature of each issue. Among them can be found some names notable in the literary field at the present time.

It is a handsome and attractive volume. Palmer Cox and his Brownies frolic through the pages; Mark Twain, Emily Dickinson, Louisa M. Alcott, Joel Chandler Harris, Cornelia Meigs and Francis Hodgson Burnett with a host of other well-known writers appear here. Random House; \$5.

Black Beauty, by Anna Sewall, adapted by Edward C. Punkay. Here is another old favorite republished in revised and attractive form. Few books have held their place in popular favor so well. The revision has been skillfully done and the publishers have given us a very readable book. Globe Book Company; \$1.84.

Dr. Doolittle and the Green Canary, by Hugh Lofting. Dr. Doolittle with his understanding of animal language and his helpfulness to all animals is well known to readers old and young through his twelve or more books. In this story of Pippinella, the canary, which regrettably will be the last (Hugh Lofting did not see this story in its published form), we have an enthralling plot full of suspense and interest. Lippincott; \$2.75.

First Book About Babies, All Around the World, by Isabel McLennan McMeekin; pictures by Marguerite Scott. Charming and delightful pictures and pleasantly flowing text, showing the life of babies everywhere. Recommended for children up to

ten, but of interest to everyone interested in babies. Watts; \$1.50.

The First Book of Nurses, by Mary Elting; pictures by Mary Stevens. A very comprehensive little story of the nursing profession, helpful to girls who look forward to nursing, and helpful in getting cooperation from the patient. One in the "First Book" Series. Watts; \$1.75.

This Boy Cody, by Leon Wilson; illustrated by Ursula Koering. A Cumberland Mountain story of Cody Capshaw and his family and Midnight, the black cat, and Daybreak, the dog, so named because he always followed her. It is full of interesting things: how they found a bee-tree, the riddles that Cody couldn't guess at first, and then did guess, the log house the whole neighborhood built in a day, their housewarming and Christmas. Watts; \$2.50.

A Castle and Sixpence, by Margaret I. Baker; decorations by Decie Merwin. A charming little English story full of suspense and unexpected twists. When the four young Martingales and their mother inherit a straggling old castle from an unknown and distant cousin of their father's they think it is an answer to their problems. It proves to have problems of its own, but later it offers its own solution. Longmans; \$2.50.

Tammy Chipmunk and His Friends, by Gertrude E. Allen. Several entertaining little animal stories, charmingly illustrated. Good type. Houghton Mifflin; \$1.50.

Mary Lizzie, by Florence Musgrave. A story of the Williams family, their trip from Wales to America and their adjustment to American life and ways. A satisfying story of family life and of good Americanism. Houghton, Mifflin; \$2.25.

Creative Carpentry, by Constance Homer Crocker. A book of directions "unique in its approach because it is a book of ideas, planned to help the builder design his work rather than merely copy it . . . she outlines the principles of building in a way that will appeal strongly to boys and girls and to amateur carpenters of all ages." Houghton, Mifflin Company; \$2.

This is Crocheting, by Ethel Evans. "Exciting suggestions and easy-to-follow directions . . . glamorous sweaters, handsome coats, fluffy bed jackets . . . infant garments, men's sweaters and ties. A special section for bedspread, tablecloth, doily, chair back, rug, afghan and blanket patterns . . . 127 crochet stitch patterns, old and new. . . . Full-page photographs." Macmillan; \$2.95.

The Size of It, A First Book About Sizes, by Ethel S. Berkley. A book to help the very young to compare things in the world about them, **big, little, long, short, tall**. Relative size which is rather a big idea for young minds to grasp is here made easy by means of attractive pictures and familiar ideas. William R. Scott; \$1.

Christmas Without Johnny, by Gladys Hasty Carroll. All parents and teachers, anyone who has anything to do with children; in fact, anyone who has been a child should read this sympathetic and understanding interpretation of a child's feelings. A well-told story of human living. Macmillan; \$2.50.

Jungle Child, by Caroline Davis; illustrations by Jean Martinez. The book is full of the atmosphere of India, where the author has spent 12 years. Elfrida, quite appropriately called "Elf," the motherless daughter of the Forest Officer, growing up with the assistance of her "ayah" and the other servants, proves quite a problem for her father. Their very gradual growth toward, and to, understanding and sympathy with each other is a lively and sometimes rather pathetic, but always a colorful and interesting, story. Viking; \$2.50.

In Memoriam

Isabel B. Laughren

*When a smile from the soul is lent
On waves of the ether a message is sent
Of courage, gratitude, good will abound
In it indifference is never found.*

It is the smile of Isabel Laughren that lingers in our memory. She passed away on March 26, 1951.

Mrs. Laughren joined the staff of the Monrovia City Schools in 1912, took a few years leave at the time of World War I to have a family, and since then has served continuously in the schools of this community. She was the first president of Monrovia Elementary Teachers Club, a member of California Teachers Association and of the National Education Association. On numerous occasions she served as representative of the local organization at regional meetings of the state group.

At Monroe School where Mrs. Laughren has been on the staff for the past 8 years,

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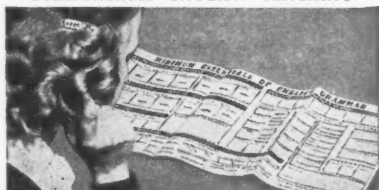
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her principal and fellow teachers have this to say:

"We have always admired Isabel for her high professional standards, for her appreciation of Nature's beauty, and for her own personality which was lovely in spirit as well as in practice.

"Her sense of humor created a joyful atmosphere for those around her. Children and fellow teachers learned to cherish the merry twinkle lurking in her eye. Not only did she keep her own torch glowing, but also did she kindle one for her neighbor."

Mrs. Laughren's ambitious flower arrangements in the front corridor of the school building extended a greeting of welcome to parent and to visitor; throughout the day they were a source of delight to every passer-by. As sponsor of the School Beautiful Committee, she was called upon time and again to supply her own creations as well as to offer suggestions for the creative endeavors of co-workers or of children.

A sustaining influence in Mrs. Laughren's life was her church. In this regard her pastor says, "Mrs. Laughren was an active member of the Presbyterian Church for many years; she raised her family in the church."

She Worked For All

The charitable heart of Mrs. Laughren beat unceasingly. As a director of the Community Chest, and as a member and past president of the Business and Professional Womens Club, she created opportunities and means to serve the many as well as the few. Red Cross always counted on her on the production line.

Her effort in defense and war work was at once courageous and comforting. Hopeful as every mother is when a son goes off to war—grief-stricken as only a mother can be when her son does not return—Mrs. Laughren, nevertheless, continued at her post in the classroom and redoubled her efforts in the Red Cross service, making bandages and knitting socks for those boys who were yet hopeful of survival.

As long as the task was unfinished Mrs. Laughren refused to quit. It was characteristic of her. Even when the body was at low ebb, the spirit was riding on the crest of the wave. She wanted to keep on serving.

For the family and intimate friends any tribute is superfluous. For newly made acquaintances, a tribute is always inadequate. But for the teachers of Monrovia there is no surer way to strengthen the structure of faith, no quicker way to refill the fountain of energy, and no finer way to replenish the lamp of inspiration than to pay tribute to a fellow teacher whose long life of faithful service in her home, in her church, in the school, and in the community is worthy of emulation by every one of us.—Margaret Seberger, Monrovia.

Blair Nixon

BLAIR NIXON, principal of the new Loma Alta Elementary School, Pasadena, died suddenly March 16 of a heart attack. Born in Iowa in 1911, he had been in the Pasadena City Schools since 1939, except for 4 years of service as a lieutenant-commander in the US Navy, 1942-46. He was graduated from Pomona College in 1933 magna cum laude and received his masters degree at Claremont College. The Pasadena school system has lost one of its most promising educators.—Ole Lilleland.

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COMING EVENTS

May 2-4—California Congress of Parents and Teachers; annual meeting. San Diego.

May 2-5—American Industrial Arts Association; annual meeting. New York City.

May 4—CTA Northern Section Executive Board; dinner meeting. Redding.

May 5—CTA Northern Section Council; luncheon meeting. Classroom teachers and committees meet in the forenoon. Redding.

May 5—California Elementary School Administrators Association, Southern Section; meeting. Montebello.

May 5—School Library Association of California, Southern Section; spring meeting.

May 12—CTA Southern Section Council; regular meeting. At the Section Headquarters, Los Angeles.

May 12—Association for Childhood Education, Southern Section; luncheon and afternoon meeting. At Los Angeles Assistance League, 5604 De Longpre Street, Los Angeles.

May 16-20—National Conference on Citizenship; sixth annual meeting. Washington, DC.

May 19—School Library Association of California, Northern Section; spring meeting. Willow Glen High School and Edwin Markham Junior High School, San Jose.

May 19—International Council for Exceptional Children; California State Council meeting. Los Angeles.

May 21-25—Seminar in Driver Education; sponsored by University of California at Los Angeles in cooperation with California State Department of Education, AAA, and Automobile Club of Southern California. On UCLA campus.

May 24, 25—Council of California Vocational Associations; regular meeting. Santa Barbara.

May 30—Memorial Day.

June 1—California Association of Public School Business Officials, Southern Section; monthly meeting. Los Angeles.

(Continued on Page 32)

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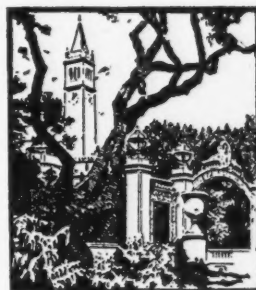
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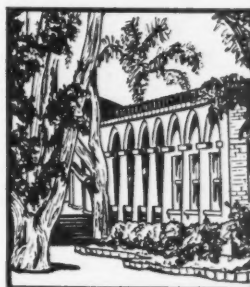
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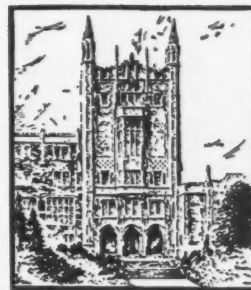
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COMING EVENTS

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June 14 — Flag Day.

June 18-21 — National Association of Student Councils; 15th annual conference. Wellesley, Massachusetts.

June 18-23 — California Agricultural Teachers Association; Annual "Skills Week." San Luis Obispo.

June 18-July 13 — Conference on Education for Later Childhood; sponsored by University of California at Los Angeles and State Department of Education. On UCLA campus.

June 25 — Planning Curriculum for Young Adolescents; workshop for teachers, supervisors and administrators. San Francisco State College.

June 25-30 — California Agricultural Teachers Association; annual conference. San Luis Obispo.

June 27-29 — Work-Conference on State-Local Relations in Education; sponsored by National Council of Chief State School Officers and University of California. On the Berkeley campus.

June 27-30 — NEA National Commission on Teacher Education and Professional Standards; Palo Alto conference. Stanford University.

June 28-July 1 — National Science Teachers Association; annual summer meeting. Mills College.

June 30-July 2 — United Business Education Association; annual meeting. San Francisco.

July 1-6 — National Education Association; 89th annual meeting. San Francisco.

July 2 — National Council of Teachers of Mathematics; meeting. San Francisco.

July 2 — Delta Kappa Gamma, national honorary organization of women in Education; breakfast meeting. Palace Hotel, San Francisco.

July 2-6 — Work-Conference on Professional Growth; sponsored by National Association of School Secretaries and University of California. On the Berkeley campus.

July 3 — National Council of Administrative Women in Education; luncheon meeting, 12 noon. Sir Francis Drake Hotel, San Francisco.

July 4 — Independence Day.

July 5 — NEA Friendship Night; 9:30 p.m. Palace Hotel.

July 9-11 — California School Employees Association; annual meeting. Stockton.

July 9-13 — Claremont College Reading Conference; 19th annual session. Claremont.

July 9-20 — NEA Department of Classroom Teachers; annual conference. Mills College, Oakland.

July 9-20 — NEA Department of Elementary School Principals; 11th conference on elementary education. Pacific Grove.

July 20-26 — World Organization of the Teaching Profession; 5th delegate assembly. Valletta, Malta.

July 23-August 17 — NEA Institute of Organization Leadership; 6th annual meeting. The American University, Washington, DC.

August 20-22 — National Council of Teachers of Mathematics; 11th summer meeting. St. Olaf College, Northfield, Minnesota.

September 21-23 — CTA Northern Section; annual leadership training conference. At Manzanita Lake Lodge, Mt. Lassen National Park.

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Can You Guess?

A QUICK QUIZ ON BITUMINOUS COAL...THE ANSWERS TO WHICH MAY SURPRISE YOU AND YOUR PUPILS

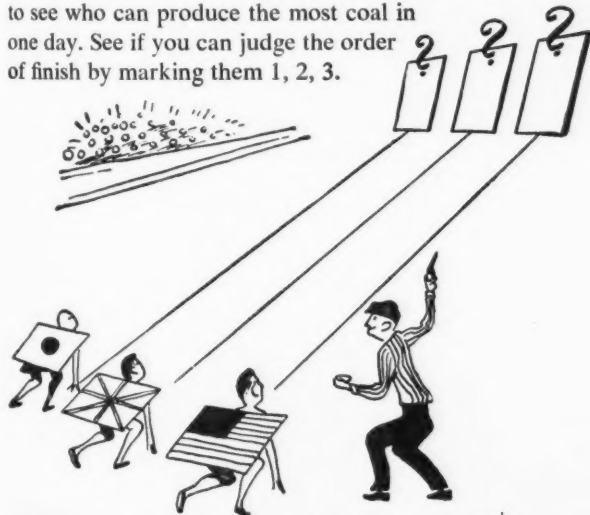


Q Here's a new car  but before you take a ride see if you can guess how many tons of coal were needed to make it. Check the correct pile.



A It takes six tons of coal to make the average new automobile. 250 pounds of coal are needed for the rubber tires and tubes . . . and it takes more than a pound of coal to make each pound of steel—plus the coal needed for the factory's heat, light and power—an example of the part coal plays in nearly every product you use.

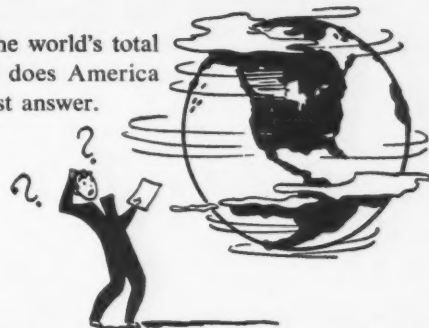
Q Here is the "coal-mining Olympics"—a race between American, British, and Japanese miners to see who can produce the most coal in one day. See if you can judge the order of finish by marking them 1, 2, 3.



A The American wins—by many lengths. The average American miner produces as much coal in one day as a British miner does in four days—or the Japanese miner in one month. Modern machines give the American miner his big advantage—nearly all coal mined underground in America is cut by machine, and almost 70% is loaded by machine.

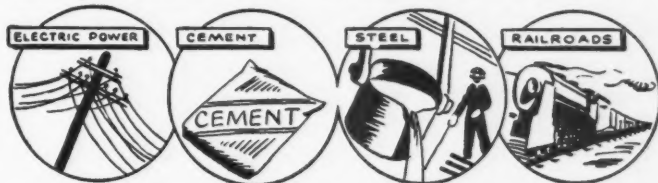
Q How much of the world's total known coal supply does America have? Check the best answer.

- ☐ $\frac{1}{4}$
☐ $\frac{1}{3}$
☐ $\frac{1}{2}$



A Forty-six per cent of the world's known coal reserves are in the United States—more coal than there is in the vast continents of Europe, Asia, and Africa combined. Our tremendous coal resources is one reason why our country is able to produce so much steel and electric power—and maintain by far the highest standard of living in the world.

Q Here are some vital American industries that depend heavily on coal. Check the one that uses the most coal.



A Steel is coal's biggest user—over 100 million tons last year. Generating the nation's electric power takes more than 90 million tons of coal a year, and the railroads use over 60 million tons. 8 million tons of coal a year go to the cement industry. All of these industries rely heavily on coal because it is America's most abundant, economical, and dependable source of power.

Free Booklet!

For fun and information get copies of our new booklet—"King Coal Quiz." There are many questions like the ones above that will interest you and your pupils. Write for your free copies today!

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"Why should you be in all parts of the oil business?"

Mrs. Henry Lincoln, housewife in Boise, Idaho, asks: "Do you have to be in all parts of the oil business? Why don't you just produce or refine, and give other companies a chance to do the transporting, selling, etc.?"

Mrs. Henry Lincoln



Why *all* parts? Take the example of how Standard serves Idaho and eastern Oregon. Time was when severe winter weather often delayed deliveries. Costs seemed high. Here was a *need*, a demand.



Some 600 miles away in Colorado was a possible source of additional fuel—the old Rangely oil field, long undeveloped. Standard studied the *demand* and the *supply*, decided to bring them together.



That called for a complete, *integrated* operation—getting the crude out of the ground, refining it, delivering it to users—all carefully planned ahead. So new wells were drilled at Rangely.



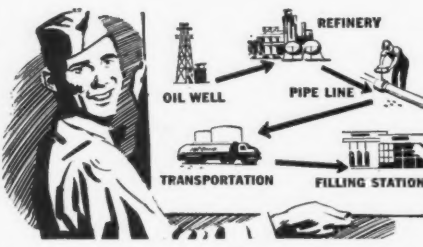
And to move the crude. Standard laid a pipeline to Salt Lake City. This called for an especially big investment because the 182 mile long line is the world's highest; crosses the Uinta Mts. at 9560 feet.



Next—a new Standard refinery at Salt Lake City. It cost over \$15 million. But to keep costs down, it must operate continuously—have constant supply of crude, constant movement of product.



Another long pipeline was then built on up to the Northwest. Gasoline and fuel oil made from Rangely crude now go where they're needed—lower in cost, plentiful no matter how tough the winter.



If Standard had not been prepared—in *size*, in *integrated skills*, in *investment capital*—to tackle this job as it did, it could not have done this job at all. As it is, we are able to serve a large area *well*.

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You may have heard that a suit has been filed by the Antitrust Division in Washington, D. C. to break up Standard of California as well as six other West Coast oil companies. Many people have written us protesting this action, have asked pertinent questions. We believe these questions should be answered for everyone. We take this way of doing so. If you have a question, write:

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